MANUAL of CHILD DEVELOPMENT

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THE UNIVERSITY PLAN OF CHARACTER BUILDING

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THE THREE PATHS

THE THREE PATHS

From the painting by Gunning King

The artist has portrayed the threefold division of man's nature: mind, heart, and body. The mind is portrayed as seeking to explore and understand and gather the wisdom of the past as recorded on the written page. The heart is portrayed as the mother whose instinct is to bless and love, and who finds life in devotion to the welfare of others. The bodily activity is portrayed as a warrior, whose ends in life are splendid achievement and conquest. Which influence will predominate in the life of the child?

The MANUAL *of* CHILD DEVELOPMENT

A Handbook for Parents and Teachers

PREPARED UNDER THE SUPERVISION OF

THE EDITORIAL BOARD *of the* UNIVERSITY SOCIETY

THE UNIVERSITY SOCIETY
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INTRODUCTION *

LIFE is not like a blade of grass—a single petal—but is like a flower with its several petals. If one petal of a flower is missing or is poorly developed, the entire blossom is spoiled. The same thing is true of the life-flower.

The petals of this symbolic flower are: Physical Development, Mental Development, Social Development, and Moral and Spiritual Development. And does this flower have a name? Yes, it is Character. Some people call it Individuality. Others call it Personality. It is the "I" in each of us; it is that which makes us both like and unlike others.

We are all familiar with pansies, but some of us do not know that it was cultivation and care which gave them to us. The ancestor of the pansies was the weed called johnny-jump-up. It seems hardly possible that that scraggly plant is even a "poor relation" of the pansy—it seems more like a badly made imitation. It is true, though, and it is also true that if we cease to cultivate the pansy plant, it slips back a little each generation (a year is a generation in a pansy's life) until once more it is a common johnny-jump-up.

The pansy is a message of hope and cheer to parents, teachers, and all others who have children in their care. If so much has been done with a common weed, how much more we can accomplish with children, for a child is much better material than a plant, and the results from cultivation are much more worth while.

The pansy is also a message of warning, for it forecasts what will happen if cultivation of the human plant is neglected. Because a child has good ancestors, or, as the saying is, "comes from good stock," he cannot be allowed to develop unguided. If he is, he pays the larger part of the price, while the one who is responsible pays only indirectly. A womanly woman or a manly man will never allow another to pay his or her debts.

THE CHART

In the pages immediately following this introduction is The Chart of Child Development. It is an outline of a child's growth. It is the result of studying thousands of children.

Of course, the Chart refers to the average normal child. By means of it one may find out the physical age, the mental age, the social age, and the moral and spiritual age of a child. A boy or girl whose chronological age is seven, may

*In these pages "he," referring to a child, means either boy or girl—a baby is not an "it."

be so under-developed physically that his physical age would be only five, so over-developed mentally and morally that his mental age would be ten and his moral age eight, while his social age might be seven. It is not unusual to find an unguided child—one who, like Topsy, just grew—whose various ages are not uniform; there may not be such an extreme difference as in the hypothetical case above, but the danger is that the slow or arrested development may become a permanent inability to progress. The truly beautiful rose is the one with all the petals uniformly and completely developed. The worthy character is the one with each part of the fourfold life equally developed to the utmost possibility. We, the Editors and Publishers of this MANUAL, sincerely hope that each person who owns a copy will refer to this section regularly and often—in fact, one must do this in order to get the most good from the MANUAL.

The Chart is the key to the MANUAL; it tells briefly what to do for a child's development, but not *why* and *how*. The "why" and "how" are in the balance of the MANUAL, and there are references in the Chart showing the pages which should be read for further information. Not every item on the Chart has a cross-reference because the simple sentence there is sufficient; to repeat these in the pages which follow would add only to the size of the volume and not to its helpfulness.

For convenience the Chart is divided into chronological periods, but the Editors and Publishers are certain that no one will interpret this to mean that they intended to convey the idea that there was a sharp line of division. Periods shade into each other—often imperceptibly.

From Birth to First Birthday

Never think the baby is too young to learn. A mother once boasted that she began to train her baby when he was very young. "How old was he?" asked her physician. "Two weeks," she replied. "You were just two weeks too late," was his comment. We should also remember that if a child has not acquired any bad habits, he has none to "unlearn." These little newcomers have so much to learn that it is not fair to them when we older people wantonly increase their troubles.

"Regularity" is the first watchword of a good mother. Doing the same thing at the same time and in the same way accustoms a baby to the action and establishes the habit. This rule applies particularly to eating, sleeping, and habits of elimination. Thus a mother establishes in her child a desire for orderliness. Sir Isaac Newton said, "Order is the first law of Nature." Orderliness is the rock foundation upon which character is built.

Little children learn by imitating older people, a fact we should never forget, and it therefore behooves us to watch our actions so that they may not learn something we would not want them to know or do.

Children differ in the rapidity of their development, some being slower and some faster; if your baby varies from the statement of "Normal Progress," given in the following pages, do not worry unless there is a marked difference.

From First Birthday to Second Birthday

This year contains the period usually referred to with fear as the "second summer"—dreaded because of its reputation for being the most critical months in a baby's life. The first year is, according to statistics, a more hazardous time, and if the baby is properly cared for and fed and is healthy, there is no reason why he should not pass the second summer in perfect condition.

The chief occupation of a child this year is acquiring facility in muscle movements. The ability to control the hands increases, but to the joy a mother finds in seeing her child able to walk and run is added the fear that he will hurt himself because he "takes such chances" and climbs on every possible occasion. It is wrong to give him no opportunity to exercise in this way; he needs to do so; not only is his body developed thereby, but he gains a sense of power, of ability to accomplish something. Like as it was with Alexander, so it will be with him—every victory will make him long for additional worlds to conquer. Broken bones mend, but a broken spirit never heals.

Of course, he should be safeguarded—he must not be allowed to climb on the window-sill of an open window—but he must have freedom within a given area. A screened-in porch or a fenced-off section of the yard with heavy blocks of wood on which he may sit or climb without falling makes a safe playground for the run-about baby.

The second year finds the child demanding some personal attention, wanting to be played with; but how many of us stop the moment the child begins to tire, instead of playing until we ourselves are ready to stop? The remark of a young mother when cautioned of the dangers of overtiring a child by play was to the effect that she guessed it was hers to enjoy if she wanted to. This proprietary attitude toward our children, handed down to us from our forefathers, still remains to a greater extent than we sometimes wish to believe. Until we can regard our children as separate individuals, and their development as one of our greatest privileges and important duties, we cannot expect the highest attainment of progress.

From Second Birthday to Third Birthday

The English have applied the term "toddlers" to the year between the second and third birthdays. In the average home the child of two to three is usually neglected; that is, he does not receive the same careful care which has been given

to the preceding years. This is not intentional on the part of the parents, but the mother's vigilance is relaxed, due oftentimes to the presence of a younger baby, but more often to the fact that the child is able to get about and seems less dependent. He is dressed and sent out to play or told to amuse himself.

Of course, he gets into more or less mischief and is spanked and scolded, and goes out again to do more "impish tricks." Sometimes we hear a tired-out mother exclaim: "What have I ever done to deserve such a child!" The tone in which this is said implies that she is unconscious of having *done* anything wrong. She is right; it is what she has not done that is the cause of her vexation. She has forgotten that the busy child is the happy child and a child whose energies are supervised in the right direction is the good child. A suggestion at this point, or that, of the child's play would have created a very different situation and saved wear and tear on the nerves of both mother and child. "Satan still finds mischief for idle hands to do"; so let us keep the hands employed, remembering that an ounce of suggestions of things to do is worth sixteen ounces of punishment for doing the wrong thing.

From Third Birthday to Sixth Birthday

"Much of a child's earliest education—often the most valuable and the most enduring part—is that which is unconsciously acquired at home, not from precept or teaching, but by imitation. From the beginning of life the child is copying the sights and sounds about him. Thus he learns to speak his first words, and from that time on through his entire childhood he unconsciously imitates the language, manners, and emotions of the older people about him. He repeats the tricks of speech and manner which they constantly employ. If the child lives among people whose language is correct and agreeable, whose manners are pleasant, who show always a thoughtful consideration for others, and whose behavior is gentle and kindly, the child unconsciously acquires similar ways. On the other hand, if a child grows up among people who are scolding, faultfinding, complaining, or quarrelsome something of such tendencies will almost surely persist, however he may learn to abhor these qualities in later life; and such lessons in conduct and manners are probably never fully eradicated. Good manners are an invaluable asset to every person. Their root and foundation lie in unselfishness and consideration for the rights of others; and only the constant daily exercise of these qualities will give the children that charm of manner which is a delight in persons of every age.

"A normal child is full of curiosity about everything in the world, and through his questions the parent has boundless opportunity to lay the foundations of a broad and practical education if the child's questions are met with respect and answered with truth. However trivial or stupid the questions may seem to the

busy or impatient adult, they are all important to the child, and if he cannot count on sympathy and attention from his own family he will have missed something which can never be made up to him. It is not necessary that all questions should be answered at once, nor fully. If the mother is busy, or tired, she can ask the child to come to her at another time when she has time to talk to him. Here, as in every other aspect of child care, according to the new vision of parenthood in which the parents are the companions and friends of their children, it is impossible to treat the child's questions with rudeness, ridicule, or untruthfulness. A child is quick to detect deceit. When dishonest or fanciful replies are frequently given him, there may grow up in his mind a disrespect for the opinions of his parents and a suspicion of their motives which will be fatal to the establishment of complete harmony at a later stage of life." (Mrs. Max West.)

From Sixth Birthday to Ninth Birthday

Character-training is of the utmost importance during these years. The sense of his individuality has awakened in the child, and he is not quite so willing to give unquestioning obedience nor to imitate the unexplained actions of adults as he has done in the preceding years. He wants to know why a thing is done, why he should do it, and then decide for himself what he will do. Sometimes it is well to let him follow his decision and make a mistake—he will better remember not to employ the same faulty logic again, and he will learn that older persons have more accumulated facts from which to draw conclusions. While all of us are willing to admit that experience is a costly teacher, very few, if any, of us are willing at all times to profit by the other body's experience and thus save the personal cost.

So, in our task of character-training, we must take into account this common human failing. Instead of trying to train a child *to be* honest, courteous, courageous, loving, we must train him *to choose* to be those good things. The child's natural love of beauty is a powerful aid toward accomplishing this, because sin and the suffering caused by it are ugly and very little effort is required to make him realize this fact.

Character-training is preference-training.

Mental progress during this period may not be directly parallel to the physical. However, we must not expect to see constant mental development. As a research worker gathers together his materials and facts, amassing a great deal of information but not putting it in form where it can be readily judged by the outsider, so works the mind of the child. This principle applies to all ages, of course, but more especially to this age because the six-year-old child does not recognize any need for constant inspection. Unfortunate is the child that may be naturally timid and finds the moment he faces a stranger that his power of expression has almost deserted him. It is well that all children should be trained to make a con-

cise statement of their knowledge on a subject, but this is not the goal of our desire. We have in mind a lad just finishing his eighth grade who might have been well on in high school were it not for an extreme timidity and no effort on the part of the parents or former teachers to help him overcome this handicap, yet his knowledge of his subjects has been equal to that of many previously promoted.

It would be a mistake to eliminate all "yardsticks" by which the child can measure his accomplishments, but it is equally inexcusable to make the passing of the examination the ultimate end.

Depending on the attitude of the parents, the home may or may not be the greatest guiding power of good that enters into the life of the boy or girl. The home may be an organization where the children are a vital part, entering into the plans and the work of making it a harmonious co-operative society where everyone has a vote and a certain social obligation to the general welfare, or it may be merely where the children live with their parents and so often abide by the rules and regulations laid down by their elders which, if followed more or less closely, permit a fair amount of freedom. Does Daddy fall to and help fix up a place for the rabbits and puppies or show the boys how to use some newly acquired carpenter tool when he gets home, or must we be very quiet now that Father has come in, and not make any disturbance? The former makes the place where the gang congregates, and a mere matter of twenty or twenty-five years soon becomes no barrier between the junior and senior members of the gang.

We do not believe that one should *insist* that the boys and girls play at home. Let them discover with the rest of their playmates that the most fun can be found in their yard. They must be the judges. Certainly avoid letting them play where truly bad influences may appear, but carefully consider what is really good or bad. At the same time it is possible even in the early part of the six-to-nine-year-old period for the child himself to recognize and avoid it. By no means must the adult predominate the play of the children; he should be their helper, or, as the sailor would say, their anchor.

During this period is the ideal time to teach sportsmanship. Teach them the joy of sport and that the greatest pleasure is not in the winning, but in playing one's best and being a part of an harmonious whole. They will soon learn to enjoy the game for itself and to be glad in an opponent's well-won victory, without loss of determination to win if possible in the next contest themselves.

Many fundamental truths, among them sex understanding, are going to be learned during this period and parents, especially the fathers of boys, should guard how these great truths are learned. All boys need men at this age. The man who can be on hand at this moment when the boy needs him, and impart the knowledge without preachment or moralization is the master of the situation. Avoid sentimentalism. Make your story simple and natural.

The child is still, and for some time to come, a hero worshiper with no formal code of ethics. The child's first hero is his father, and his first heroine his mother. Other persons follow: at first these are adults; later playmates are placed on the pedestal of adoration. But unless he has been trained to accept the opinion of elders without reason or question, his ideal, while it may not coincide with any known code, usually has a foundation on Truth and Justice. Surround him with desirable heroes and heroines, not only in real life, but in the stories he reads.

During this period should come a conscious realization of equal rights. The home, the playground, and the schoolroom should be governed by this principle. The parents and the children are fellow-citizens who must share in the equal rights of the institution or home. If a member abuses a right or privilege, he must suffer the consequences. This is especially true on the playground, where discipline is administered by the hands of his playmates and peers. Such lessons are lasting. If the children are confident that they will be upheld by their elders whom they respect and idealize in fair play, any bullying spirit soon disappears.

From Ninth Birthday to Twelfth Birthday for Girls

From Ninth Birthday to Thirteenth Birthday for Boys

This period is sometimes spoken of as the "memory period," because at this time the average brain seems to retain facts more easily than at any other age. A careful supervision of the child's reading is therefore essential; this is best done by supplying him with wholesome books and magazines so that the other kind will not appeal to him. It is not sufficient to forbid the trashy or harmful book—his sense of independence will tempt him to find out for himself why he was told not to read it and if he can make the opportunity he will read it.

Sometimes parents choose to live in an apartment, because doing so eliminates some of the "chores" necessary for the maintenance of an individual home. With growing children in the family the wisdom of this choice must be carefully considered. Plenty of space to carry out their activities—games or construction—is necessary to their right growth. When this is denied them it is more difficult to obtain an all-round development in the right direction and undesirable traits of character may grow to maturity unchecked. Profitable employment of time is the biggest character prescription throughout this period.

From Twelfth Birthday to Fifteenth Birthday for Girls

From Thirteenth Birthday to Seventeenth Birthday for Boys

Adolescence begins during these years, bringing new problems to both child and parents. Restlessness, moodiness, and self-consciousness are the outstanding

characteristics of the period. It is in many ways a crisis through which the child is passing and he must be guided and helped with sympathy and understanding if he is to come through successfully.

The twelve- and thirteen-year-olds usually develop some interesting changes as the normal variation takes again a wide path. They develop distinct hobbies which find full sway. Sexual development makes itself manifest in the subconscious mind, and the clean, healthy-minded child goes to the extreme either by developing a very active physical body or an extremely active and imaginative mind. Balance seems to be somewhat in abeyance. Moodiness, lack of self-confidence, and strong emotion are characteristics of this age. The real embarking on the stream of youth marks the last of this age and an unconscious desire to mingle with older people ushers in the opening of the awkward period of regional development. The boy, all hands and feet, with no place to put them, a voice which breaks from a low baritone to a high treble, no longer able to be a small boy and not yet a man, growing rapidly so that his emotions often and easily get beyond his control, is a pitiable sight—yet pity is the last thing in the world that he desires. Tact and sympathy from adults need to be inexhaustible.

Give the child definite information about the life-story so that he may understand the changes through which he is passing and not make any mistakes or be afraid. It is strange that most parents find this a difficult subject to discuss with their children and usually they continually put off doing so until the child has picked up enough misinformation to satisfy him and to stop his questions. Oftentimes his ignorance leads him into acts which leave lifelong mental and moral scars.

The largest number of religious committals and the greatest number of juvenile escapades occur during this period. This statement is full of warning to the thoughtful parent, for it shows to him how necessary is his guiding hand to the child who stands at the end of the path of childhood and at the beginning of the road of manhood and womanhood.

As the awkward period passes we find young men and women still children yet launching themselves into a world of discoveries that leads them farther and farther from parental sight. If our work has been well done, we will have no need to worry, but our responsibilities are never over. It may be best to fill their moments so full of interesting things to do and see and think about that we postpone thoughts and desires until riper years and more steady reason.

From Fifteenth Birthday to Seventeenth Birthday for Girls

From Seventeenth Birthday to Nineteenth Birthday for Boys

During these years both boys and girls are very much aware of their approaching maturity. Oftentimes their "grown-up" manners, and their sense of

self-importance causes amusement to older people, some of whom have forgotten how deeply ridicule hurt them at that age. He is but trying out the wings which have been growing all the years past, preparatory to taking the independent flight of manhood or womanhood. Respect his feelings and you will keep his confidence and be able to save him from many of the pitfalls which border the path of life. Let him feel that you understand and are in sympathy with his ideals, his ambitions, and his effort.

This is a period of growing mental poise and stability, a time when life-principles become firmly fixed.

CHARACTER TRAITS

Habit is the foundation upon which character education is built. The various traits should be detected as they become nascent; opportunities for their stimulation and training should be afforded; and this training should be continued until the trait has become second nature. Most of the desirable habits should be established before such things are thought of in a conscious way by the child. If this procedure is followed, then the Scriptural injunction:

> Train up a child in the way he should go
> And even when he is old he will not depart from it.

will be happily realized.

In the extreme left-hand column of the Chart will be found, at each period, a list of the traits of character which are nascent at that particular period. But no trait becomes fixed in a child's character in one short period, and training must continue through the years which follow its beginning; instructions for this are found in the other columns of the Chart and can be readily picked out because the keyword is printed in black-faced letters.

Immediately following the Chart is a series of articles telling why each trait is desirable, and giving practical suggestions for developing it in a child.

Abstract thinking and talking have their places, but when we want to learn something thoroughly and quickly, we must "do" it. This is even more true of children. Another fact about children we must recognize and use is that they learn most easily by imitating. Imitation is but a step to dramatization. So we notice that very early they "act out" the scenes about them and the stories that are read to them. From this dramatization, this living in imagination of the lives of the characters, it is only another step to absorption and emulation of the traits of those characters.

Of course, a child cares not whether he is learning good or bad traits as long as he is enjoying himself. The guidance belongs to the parent and teacher.

"Make the 'straight-and-narrow' way attractive and a child will not desire to investigate either the byways of little sins, or the broad highway of juvenile delinquency."

Most parents come to their jobs without special preparation, and do not know what material to give their children nor where to obtain it. This material has been assembled in the volumes of THE HOME UNIVERSITY BOOKSHELF. Following each trait is a list of the stories, articles, poems, things to do, etc., in THE BOOKSHELF which are needed to develop that particular trait in the child.

Too many of the manuals on child care and welfare are utterly unscientific. Here is a condensed, analytical resumé of a vast number of scientifically established truths, and practical instructions for using them to the lasting benefit of our children.

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MENTAL DEVELOPMENT

NORMAL PROGRESS
(What to Expect)

There is a *constant* growth in intelligence.

Begins to respond to rhythm 2nd to 4th month,

Begins to coo 3rd month.

Begins to understand tones in mother's voice 3rd to 5th month. Page 435 §1.

Begins to show curiosity and interest in persons 4th or 5th month.

SELF-AMUSEMENT is instinctive; he will play contentedly with fingers and simple toys, beginning in 5th month. Page 126.

He begins to amuse himself by scratching on pillow, dress, side of crib, or table, and by playing with toes, 6th month.

Begins to make vowel sounds 6th month. Page 438 §1.

He begins to pat table and bang with spoon 7th month.

Begins to imitate movements of hands, such as slapping them together, 7th month.

Begins to understand very simple words about the 9th month and to repeat them. Page 438 §1.

Begins to show consciousness of musical tones 10th to 12th months.

At one year usually a few words can be spoken. Page 439 §1.

WHAT TO DO

Toys should be simple, washable, with no sharp corners, large enough so that they cannot be swallowed, and with no loose parts. Pages 25, 240 §5.

Give child only one or two toys at a time. Page 126.

Teach finger plays and other mother-plays. Page 459.

Teach him to understand simple words by constant repetition, connecting words with object.

Sing simple songs to him. Page 469 §3.

Teach three primary colors 10th to 12th month.

WHAT TO AVOID

Do not interrupt him unnecessarily when he is occupied in observing

SOCIAL DEVELOPMENT

NORMAL PROGRESS
(What to Expect)

Recognizes mother at 3rd month.

Recognizes father and other members of the family at 4th to 5th month.

WHAT TO DO

Confidence in members of family (the first element of **AFFECTION**) is inspired by your words and actions. Page 8.

Training in **COURTESY** is begun by teaching him the words "Please" and "Thank you"; always say "Please" before handing the baby the object desired, and say "Thank you" when he has it. Page 44.

Begin play with mother 5th to 6th month; with others 8th month.

Permit him to play with other babies about 10th month.

WHAT TO AVOID

Do not think that the baby needs attention every minute he is awake. Page 300 §2

MEMORANDA

MORAL AND SPIRITUAL DEVELOPMENT

NORMAL PROGRESS
(What to Expect)

The baby has no idea of right and wrong as abstract qualities; his standard is the approval or disapproval of the other members of the family. Page 98.

Shows anger 1st month.

Shows fear 2nd month.

In the 5th to the 6th month begins to show a desire to please, which gradually develops into

OBEDIENCE. Page 98.

Is trustful.

Mild correction, uniformly repeated when necessary, is understood and profited by from the 10th to 12th months onward.

WHAT TO DO

Teach **SELF-CONTROL** by example as well as precept. Page 129.

Encourage **UNSELFISHNESS** by always accepting his offers to share, and by sharing with him. Page 157.

Teach **KINDNESS** to animals, both toy and real. Pages 84, 496.

Guard the baby against unnecessary fears, such as loud and sudden noises. Page 301 §6.

Enroll him in the Cradle Department of your church.

Develop a sense of **ORDERLINESS** by always doing the same thing in the same way; by having regular intervals between feedings; by bathing him every day at the same hour; and by placing him on the nursery chair at regular intervals. Pages 101, 286 §1.

Accustom him to **TIDINESS** by having places for his things (garments, toilet articles and toys), and keeping everything not in use in its own place. Page 101.

PHYSICAL DEVELOPMENT

WHAT TO DO (Continued)

Ideal temperature for sleeping room: from birth to 3 months, 65° F.; from 3 to 12 months, not lower than 55° F. Page 234 §4.

From birth to 6 months he should sleep from 22 down to 18 hours out of the 24; at 1 year about 16 hours. Page 233.

For warmth, use a few wool covers rather than many covers of cotton materials. Page 235 §6.

Outdoor Life

Begin, except in the cold northern winter, when baby is 2 weeks old, to take him out for a few minutes every day, gradually increasing the time until he is outdoors most of the time. Page 237.

Be sure that he is protected against sun, storm, wind, drafts, insects, and dampness. Page 237.

Select a carriage or go-cart that does not cramp the baby. Page 237.

WHAT TO AVOID

Never give him a pacifier. Pages 323, 327.

Do not allow finger or thumb-sucking. Page 324.

Do not permit either mother or child to be disturbed when baby is nursing. Page 170.

Do not give him soothing syrups. Page 340.

Do not put him in a high-chair until he is able to hold the spine and head erect. Page 181.

Never leave him in a high-chair for any great length of time. Page 181.

Never leave him alone when feeding from a bottle. Page 177 §6.

Never give him tastes of the family meals; this should be an unbreakable rule. Page 210.

Never feed within an hour before bathing.

Never leave bed-clothing or personal garments loose enough for a baby to pull over the face while sleeping.

Never kiss a baby on the mouth.

Never lift a baby by the arms.

Never permit strangers to fondle or toss the baby.

Do not try to hasten walking—let it come naturally. Page 238.

Do not awaken baby in order to exhibit him. Pages 300, 605.

Use no clothing or coverings for baby which can not be washed. Page 217.

MEMORANDA

MEMORANDA

MENTAL DEVELOPMENT

WHAT TO AVOID (Continued)

some object; doing so interferes with the satisfaction of curiosity and the development of **SELF-AMUSEMENT.** Page 126.

Give him as much freedom as possible in handling and using simple objects. Page 126.

Do not permit "baby-talk" to be addressed to the baby. Pages 436 §3, 439 §2.

Do not permit any one to play with him too long—it over-stimulates.

Do not try to attract the prolonged attention of the baby.

Do not permit two persons to give instructions to child at the same time.

MEMORANDA

SOCIAL DEVELOPMENT

MEMORANDA

MORAL AND SPIRITUAL DEVELOPMENT

MEMORANDA

Character traits the cultivation of which begins during this year

CHEERFULNESS

CO-OPERATION

COURAGE

GENTLENESS

GOOD TEMPER

HELPFULNESS

KINDNESS

SELF-CONFIDENCE

SYMPATHY

TRUST

Continue training in the traits listed for last year

PHYSICAL DEVELOPMENT

NORMAL PROGRESS (What to Expect)

The child continues to gain steadily in weight and height, except possibly during periods of teething.

Begins to walk without assistance during 14th to 16th month.

The soft spot in the top of the head begins to close at 14 months and is entirely closed at end of year.

Usually he has 12 teeth at 18 months and 16 teeth at end of second year.

Begins to climb on stairs 14th to 15th month.

Can put spoon into his mouth 14th to 16th month.

Can eat with a spoon without much spilling, and can hold a glass with both hands and drink from it at 18th month.

Is able to undress self at end of second year, except such garments as fasten in the back.

WHAT TO DO

Living Conditions

The child's sleeping-room and play-room should have an abundance of both sunshine and fresh air. Page 271.

The floor should be bare or covered with linoleum; avoid rugs until the little feet are more certain. Page 272.

Have walls of bedroom and play-room painted with washable paint. Page 272.

Bed should be of metal. Page 235.

Use a very small pillow, if any. Page 235.

Mattress should be an inexpensive one that may be burned if soiled or in case of contagion. Page 235.

Food

The amount of milk consumed should be at least one quart a day and 1½ quarts if possible. Do not put sugar in milk. Page 194.

There should be 5 feedings a day, no more and no less: (1) on rising; (2) mid-morning; (3) noon; (4) mid-afternoon; (5) six P.M. Page 193.

For complete list of foods see Page 189.

Cereals must be very well cooked. Page 190.

Child should drink at least ½ pint of water each day. Page 207.

Butter-substitutes do not equal in food values the genuine article. Page 194.

Rest

Each child should sleep in a bed by himself, and whenever possible in a room alone. Page 235 §6.

Ideal temperature for sleeping room is 55° F., at the beginning of the year, but it may be permitted at close of year to drop to 45° F. Page 234 §4.

He should sleep from 14 to 12 hours with a nap of from 4 to 2 hours. Page 233.

Outdoor Life

Let the child live out of doors as much of the time as possible. Page 272.

If it is not possible to arrange a place outdoors for him to play, put on his wraps and open the windows. Page 275.

See that he is protected against dampness, drafts, high winds, hot sun, and insects.

Clothing

Always adapt clothing to season and climate; garments should be loose, soft, smooth, clean, and dry. Page 217.

A well child is comfortably dressed if he does not perspire or have cold hands and feet. Page 217.

Use a mild white soap for washing baby's clothes. Page 218.

Be careful in selecting shoes. Page 219.

Discontinue use of diapers early in year. Page 287 §3.

Be certain under-garments are loose enough not to cause irritation. Page 220 §1.

Health Habits

Continue the daily tub, sun, and sponge baths, with local bathing. Page 285.

MENTAL DEVELOPMENT

NORMAL PROGRESS
(What to Expect)

The vocabulary of the child increases very rapidly, but he cannot pronounce difficult words accurately.

About the 18th month he begins to put words together in short phrases, often inverted.

At end of year he can usually make short sentences.

Ability to reason (to foretell the result of an action) increases rapidly during the year.

During the year he becomes more and more accurate in recognizing colors.

About the 18th month his pleasure in musical tones is noticeable and tuneless chanting is not uncommon at this time.

The passion to handle objects becomes very strong during the year.

The ability to remember grows stronger.

He imitates acts of adults and of other children with increasing frequency and chooses more and more difficult actions.

Repetition pleases and seems necessary to fix a pleasant impression.

Throughout the year he enjoys opening and shutting boxes and drawers and pulling out the contents.

He can build simply with blocks at two years of age.

WHAT TO DO

The rule "No baby-talk" is very important this year. Pages 436 §3, 439 §2.

Talk to him as you care for him. Page 605 §2.

Train memory by teaching mother-and-father plays, nursery rhymes, and motion songs. Pages 459, 461.

Show pictures in books to him. Hang good pictures on wall and make child acquainted with them. Page 275.

Give him large simple toys with which he can experiment. Page 70.

Guard him from unnecessary terrors, such as loud and sudden noises. Page 301 §6.

Give him paper and a large, soft pencil occasionally. Page 491 §3.

SOCIAL DEVELOPMENT

NORMAL PROGRESS
(What to Expect)

The child craves companionship.

He is affectionate toward members of the household, but is shy with strangers.

His sense of self develops and because of that he likes ownership of his own things and often asserts it toward the close of the year.

Shows **SYMPATHY** for hurt members of the family beginning about 14th month, and for toys beginning about 18th month.

Shows **AFFECTION** for dolls and toy animals beginning from 16th to 18th month.

WHAT TO DO

Insist on **CO-OPERATION** (give and take) when playing with other children. Page 39.

Protect him in his property rights. Page 617.

Teach **COURTESY** and **GENEROSITY** by always asking his permission before taking anything belonging to him and by thanking him for it. Pages 44, 52.

Teach **HELPFULNESS** by sending him on little errands in the house. Page 56.

Teach **CHEERFULNESS** and **GOOD TEMPER** by keeping him happily employed and yourself free from worries and fretting. Pages 28, 55.

Teach **GENTLENESS** by your own low-toned speaking and calmness of manner. Page 53.

WHAT TO AVOID

Do not talk about him to others when he is present, nor have him show off his accomplishments. Pages 126, 300.

Permit no one to tease the child.

MORAL AND SPIRITUAL DEVELOPMENT

NORMAL PROGRESS
(What to Expect)

The child has no sense of right and wrong as abstract qualities, but whatever is approved by adults is right, and what is disapproved is wrong.

Generally he shows a tendency toward jealousy.

Oftentimes he shows fear at new experiences.

During this year tantrums are likely to occur.

WHAT TO DO

Permit him to gain confidence in himself (**SELF-CONFIDENCE**) by allowing him to do increasingly harder things and to do things for himself. Praise him for good performance, and do not scold for failure. Page 128.

Teach **ORDERLINESS** and **TIDINESS** by having proper places for the child's clothes and toys and keeping them there. First let him help you put his things away, later let him do it alone. Page 101.

Distinguish between "accident" and "naughtiness." Page 99.

Substitute "do this" for "do not do that." Pages 99, 688.

Teach him a simple prayer. Page 712.

Always *expect* obedience. Page 98.

WHAT TO AVOID

Do not permit any one to frighten him with threats of harm from a dark room, policemen, bad men, etc. Watch for any signs of fear and teach him to overcome them (**COURAGE**). Pages 41, 301.

Do not ask him if he would like to do or not to do, when he should do, whether he wants to or not.

Never ask the impossible. Page 98.

PHYSICAL DEVELOPMENT

WHAT TO DO (Continued)

Bathe face and hands before each meal. Pages 188, 285.

Begin use of tooth-brush (very soft) about 15th month. Brush teeth night and morning. Use dental ribbon-floss to clean between teeth. Page 289.

Be sure that waste is properly eliminated from the body. Page 287.

WHAT TO AVOID

Do not think that he *must* have the measles, mumps, chicken-pox, whooping cough, and scarlet fever; avoid exposing him to any of these diseases. Page 352.

Review "What to Avoid" listed for previous year.

MEMORANDA

MEMORANDA

MENTAL DEVELOPMENT

What to Do (Continued)

Provide a sand-pile out of doors or a sand-box in the house. Pages 238 §2, 276, 280.

Encourage his attempts at **SELF-AMUSEMENT:** do not unnecessarily interrupt him when he is intently observing or experimenting with some object. Page 126.

Teach him to drink from cup.

Teach him to feed himself.

MEMORANDA

SOCIAL DEVELOPMENT

MEMORANDA

MORAL AND SPIRITUAL DEVELOPMENT

MEMORANDA

Character traits the cultivation of which begins during this year

ADAPTABILITY

CONTENTMENT

GENEROSITY

HONESTY

INDIVIDUALITY

INDUSTRY

INTEREST IN OTHERS

JUSTICE, SENSE OF

POLITENESS

SELF-DIRECTION

THOUGHTFULNESS

TRUSTWORTHINESS

Review traits listed for previous years and continue training in them

PHYSICAL DEVELOPMENT

NORMAL PROGRESS (What to Expect)

Between 24th and 30th months he cuts 4 more teeth, so that at 2½ years of age he should have 20 teeth.

Week by week he gains better control over muscles of arms, legs, and hands.

He delights in running, climbing, balancing, throwing, and yelling.

He cannot sit absolutely still and unoccupied for more than 30 seconds.

WHAT TO DO

The child's sleeping-room and playroom should have both sunshine and fresh air. The floors should be bare or covered with linoleum, and the walls painted with washable paint. Page 271.

Bed should be of metal. Page 235.

Use a very small pillow, if any. Page 235.

Mattress should be an inexpensive one that may be burned if soiled or in case of contagion. Page 235.

Food

The amount of milk consumed should be at least one quart a day and 1½ quarts if possible. Do not put sugar in milk. Page 194.

Continue to feed him five times a day, no more and no less: (1) on rising; (2) mid-morning; (3) noon; (4) mid-afternoon; (5) six P.M. Page 193.

For suggested list of foods see Page 189.

Cereals should be very well cooked. Page 190.

Child should drink at least ½ pint of water each day. Page 207.

Butter-substitutes do not equal in food values the genuine article. Page 194.

Make meal-time as joyous as possible. Page 188.

Rest

Each child should sleep in a bed by himself and whenever possible in a room alone. Page 235.

Temperature of the room while sleeping should be as near 45° F. as climate will permit. Page 234 §4.

He should sleep 12 hours, with a nap of 2 hours. Page 233.

Outdoor Life

Let the child live out of doors as much of the time as possible. Page 275.

If it is not possible to arrange a place outdoors for him to play, put on his wraps and open the windows. Page 275.

Protect him against dampness, drafts, high winds, hot sun, and insects. Page 223.

Clothing

Always adapt clothing to season and climate; garments should be loose, soft, smooth, clean, and dry. Pages 220, 222, 225.

Use a mild white soap for washing child's clothes. Page 221.

Be careful in selecting shoes. Page 222.

Be certain under-garments are loose enough not to cause irritation. Page 220 §1.

Health Habits

Continue the daily tub, sponge, and sun baths. Page 285.

Bathe face and hands before each meal. Pages 188, 285.

Be sure that waste is properly eliminated from body. Page 286.

Brush teeth night and morning. Use dental floss to clean between teeth. Have a dentist examine the child's teeth toward the close of this year. Page 290.

Play and Exercise

Give the child toys which will require the use of the larger muscles, and other toys for the training of the special senses. Page 294 §1.

Provide opportunities for running, jumping, climbing, and balancing. Pages 276, 605.

WHAT TO AVOID

Do not think that he *must* have the measles, mumps, chicken-pox, whooping cough, and scarlet fever; avoid exposing him to any of these diseases. Page 352.

Do not dress child in clothes which must be kept clean at the expense of his play. Pages 220, 225.

MENTAL DEVELOPMENT

NORMAL PROGRESS
(What to Expect)

The child's vocabulary increases very rapidly. He usually uses short sentences quite freely.

He begins to ask all sorts of questions this year, occasionally during the first months, but in increasing numbers at end of year.

Memory shows a decided improvement this year, but it is not always in "working order"—he often needs to be told the same thing many times.

In earlier years, dolls were babies, and babies were dolls, but during this year dolls are dolls, but he makes believe they are babies or persons.

Imitates the action of the adult as in previous years and oftentimes the purpose of the adult.

He likes to draw, but results are crude.

He enjoys stories told, then stories read.

He delights in looking at pictures.

WHAT TO DO

Tell the same thing over and over without losing patience because he does not remember.

Show him pictures in books and tell him stories about them; then let him tell you stories from the same pictures. Page 448.

Have good story-telling pictures on the walls; tell him the story of each one, and let him tell it back to you. Page 487.

Continue the teaching of nursery rhymes, songs, and plays, remembering to enunciate clearly. Page 461.

Watch his vocabulary and protect him from acquiring slang, dialect, or vulgar words. Page 440.

Answer all his questions plainly and simply. Page 419.

Provide simple playthings which he can use in different ways to develop imagination. Page 71.

Encourage **SELF-DIRECTED** play. Page 130.

Teach him how to construct with his blocks—by building *with* him, not for him.

SOCIAL DEVELOPMENT

NORMAL PROGRESS
(What to Expect)

The child's desire for approbation of others besides mother increases.

He is more assertive of self.

There is slow development in
COURTESY
INTEREST IN OTHERS
KINDNESS
GENTLENESS

Oftentimes there is a tendency toward obstinacy and contrariness, more pronounced at the end of the year than at the beginning.

WHAT TO DO

Encourage **ADAPTABILITY** by expecting child to accept the routine of the household, and the behavior of those about him as a matter of course. Page 5.

Develop his **INTEREST IN OTHERS** by calling his attention to what other persons are doing. Page 78.

Develop his **INDIVIDUALITY** by admitting that certain things belong to him and protect him in his rights to them. Page 71.

Provide child-playmates for him that he may learn **GENEROSITY**. Page 52.

Begin training in **THOUGHTFULNESS** for others by suggesting little acts of **KINDNESS**. Pages 84, 145.

Teach simple table manners. Page 635.

Teach him to knock before entering a room, the door of which is closed. Page 635.

Teach him to come to you when he wants something instead of shouting. Page 635.

It is very important to continue last year's training in **COURAGE, CO-OPERATION, HELPFULNESS, KINDNESS,** and **GENTLENESS.** Pages 41, 39, 56, 84, 53.

Begin training in **HONESTY** by insisting that he obtain permission before taking anything belonging to another. Pages 58, 669.

MORAL AND SPIRITUAL DEVELOPMENT

NORMAL PROGRESS
(What to Expect)

The child still has no sense of right and wrong as abstract qualities, but whatever is approved by adults is right, and what is disapproved is wrong.

COURAGE develops as a result of fears overcome or never developed.

OBEDIENCE becomes gradually a matter of choice.

SELF-CONTROL develops through **OBEDIENCE** and well-established habits.

He confuses fancy (make-believe) with truth.

ORDERLINESS develops through puting away toys and personal garments.

Toward end of year, **OBEDIENCE** shows a new development—**TRUSTWORTHINESS.**

WHAT TO DO

Teach **OBEDIENCE** by first getting the child's full attention, then stating clearly, calmly, and convincingly what is desired. Always expect **OBEDIENCE.** Page 98.

When it is not a question of safety, give him time to make up his mind to obey. Page 130.

Develop his **SENSE OF JUSTICE** by: (1) always distinguishing between "accidents," "naughtiness," and "mistakes in reasoning"; (2) always avoiding any show of favoritism between him and any other child. Page 82.

Develop **CONTENTMENT** by apparently not seeing any indications of discontent, and change the trend of his thoughts when he is ill-at-ease by suggesting to him some attractive thing to do *at once.* Page 37.

Begin the establishment of a habit of **INDUSTRY** by letting him help you with your work. Page 73.

Encourage **SELF-DIRECTION** in play and acts of **KINDNESS.** Pages 84, 130.

Be calm when he is obstinate. Pages 55, 683.

MEMORANDA

MEMORANDA

MENTAL DEVELOPMENT

WHAT TO DO (Continued)

Permit him to use pencil and paper. Pages 491 §3, 602 §3.

Teach him to use round-pointed scissors. Pages 491 §4, 604 §3.

Encourage him to listen to good music —piano, phonograph, or radio.

Play sense-training games with him. Page 614 §1.

Tell him stories. Pages 466, 693.

Listen to him when he wants to tell you the story of what he did when he was not with you. Page 483 §1.

Encourage his attempts at **SELF-AMUSEMENT**; do not permit him to be interrupted unnecessarily when he is intently observing or experimenting with some object. Page 126.

WHAT TO AVOID

Do not subject the child to overexciting or irritating experiences. Page 300.

MEMORANDA

SOCIAL DEVELOPMENT

WHAT TO AVOID

Do not laugh at or ignore his attempts to express in deeds his **AFFECTION** and **THOUGHTFULNESS** for others; encourage him by thanking him; if his attempt has ended in a wrong action, thank him but show him the right way. Pages 8, 145.

Do not permit him to be confused by receiving instructions from several adults at once.

Do not allow admiring friends and relatives to coax child to play and do things beyond his age. Page 605.

Do not dominate the **INDIVIDUALITY** of the child merely to show your authority. Page 71.

Avoid needless conflicts between the child's will and yours. Page 98.

MEMORANDA

MORAL AND SPIRITUAL DEVELOPMENT

WHAT TO DO (Continued)

Praising him when he has shown **TRUSTWORTHINESS** encourages the growth of that trait. Page 150.

Teach the child good manners (**POLITENESS**) by giving him in yourself a pattern which he may imitate. Do not have two standards of conduct—one for use within the family circle and another for outside. Page 108.

Continue to give him increasingly harder things to do so that he may gain more **SELF-CONFIDENCE**. Page 128.

Make only reasonable requests. Page 98.

Preserve his **TRUST** in you, and teach him to **TRUST** the Heavenly Father. Page 149.

Tell simple Bible stories. Page 711 §14.

MEMORANDA

Character traits the cultivation of which begins during this period

AGREEABLENESS

APPRECIATIVENESS

ATTENTIVENESS

FRIENDSHIP

HUMOR, SENSE OF

IMAGINATION

INDEPENDENCE

INITIATIVE

LOYALTY TO OTHERS

PATIENCE

RESPECT FOR OTHERS

SELF-RELIANCE

SERVICE

(*Continued on page* xliv)

PHYSICAL DEVELOPMENT

NORMAL PROGRESS (What to Expect)

There is a rapid growth of the body during these years, although this is sometimes retarded in the 6th year.

Activity of body produces great satisfaction to the child.

The child cannot sit absolutely still and unoccupied for more than 1½ minutes.

The first of the permanent teeth (the six-year old molars) are cut between the 5th and 7th birthdays.

WHAT TO DO

Living Conditions

The child's sleeping-room, play-room, and school-room should have an abundance of both sunshine and fresh air. Pages 271, 274.

Floors in the child's room at home should be bare or covered with linoleum; the school floor should be bare. Page 272.

Have walls of bedroom and play-room painted with washable paint. Page 272.

Bed should be of metal. Page 235.

Use a very small pillow, if any. Page 235.

Mattress should be an inexpensive one that may be burned if soiled or in case of contagion. Page 235.

Food

Pay special attention to the nutritional value of the food this period. For list of foods, see Page 189.

There should be three regular meals with a little something extra in mid-morning and again in mid-afternoon. Page 193.

The total amount of milk consumed by the child in each 24 hours should be not less than a quart. Page 194.

Do not deny all candy, but give only a limited quantity of the best and immediately after finishing one of the heavier meals. Page 206.

Be sure he drinks at least 3 glassfuls of water each day. Page 207.

Cereals should be well cooked. Page 190.

Butter-substitutes do not equal in food values the genuine article. Page 194.

Make meal-time as joyous as possible. Page 190.

Rest

The child should sleep at night for 13 hours and the daily nap until he goes to school should be from 2 to 1 hours; in the summer months, even after he begins school, he should have a nap. Page 233.

He should sleep in a separate bed and if possible in a room by himself. Page 235.

Guard against fatigue, both before and after he begins school. Let him get healthfully tired, but not over-tired. Page 606.

Outdoor Life

Let him be out of doors as much as possible, dressing him according to weather conditions. Page 272.

Protect him against the hot sun, drafts and high winds.

Clothing

Always adapt clothing to season, climate, and occupation. Pages 222, 225.

Use a mild white soap for washing child's clothes. Page 221.

Be careful in selecting shoes. Page 222.

Teach him to dress and undress himself.

Be sure underclothes are large enough not to cause irritation. Page 224.

Health Habits

Continue the daily tub and sponge baths. Page 285.

Teach him to bathe face and hands before each meal. Pages 188, 285.

Be sure that waste is properly eliminated from the body. Page 286.

Brush teeth night and morning. Use dental floss to clean between the teeth. Pages 290, 291.

Have teeth examined by dentist, just before each birthday of this period, whether or not he complains of any pain. Have all cavities in baby teeth filled as soon as discovered. Pages 291, 305.

MENTAL DEVELOPMENT

NORMAL PROGRESS
(What to Expect)

Mental growth is rapid during these years.

Curiosity is a predominant characteristic of this period, manifesting itself in questioning, running away, taking things apart and trying to put them together again.

The child is interested in rhythm and rhythmic motions.

He enjoys strong colors, but he does not appreciate the delicate tints.

His ability to pay **ATTENTION** increases and as a result his memory is better.

He has some definite ideas about everything with which he comes in contact—of course some of these ideas are wrong and need correcting.

He tires quickly of one occupation and wants to do something else.

Many of his plays are imitations of adult activities.

He likes to draw.

He likes to listen to stories.

At beginning of this period he can be trusted with minor responsibilities, such as carrying a piece of china or glassware.

He can count to ten (sometimes more) at 4 years of age and to 100 at 6 years of age.

Up to 4 years of age his idea of time is very vague, but from 4 to 6 he gradually gathers correct ideas regarding morning and afternoon, yesterday, to-day, and to-morrow, but does not understand weeks, months, and years.

Understands that printed words are symbols of objects and ideas at about 5 years of age—sometimes sooner and sometimes later.

His reasoning is very logical, but he often makes mistakes because of his limited experience and information.

Between 4 and 5 years of age he begins to dramatize (act out) his favorite stories.

Between 4 and 6 years of age he develops an intense interest in the origin of things—among them babies.

SOCIAL DEVELOPMENT

NORMAL PROGRESS
(What to Expect)

The child strongly desires association with other children.

Children 4 to 5 years of age often have imaginary companions.

Evidences of selfishness and self-assertiveness are very frequent.

Many important, sometimes life-long, **FRIENDSHIPS** are begun in these years.

WHAT TO DO

Watch all acquaintances carefully, weeding out the harmful and cultivating the others.

Carefully supervise his play to prevent quarreling, and to induce **AGREEABLENESS**, and to guide his desires (**INITIATIVE**) into the right direction. Pages 11, 75.

Create in him a desire to give **SERVICE** by helping him make simple gifts for relatives; and also by assigning some easy task about the house (something that will give him the feeling of partnership in the family life), and seeing that he does. it. Page 136.

Insist that he comes to you when he wants you and does not call from a distance. Page 635.

RESPECT FOR OTHERS is taught by example and a word now and then that he must not speak when someone else is talking; of course you must be fair and give him an opportunity to ask his questions. Page 120.

Counteract exhibitions of curiosity which are cruelty, by teaching **KINDNESS** and **THOUGHTFULNESS** for others. Pages 84, 145.

Give him a pet on which he may lavish his desires to be kind, but do not make him solely responsible for its care. Page 496.

Begin training in **SPORTSMANSHIP** by teaching him to accept defeat gamely, and always to play fair. Page 140.

Teach **LOYALTY** to family. Page 94.

Encourage him to practice **CHEERFULNESS, PATIENCE,** and **POLITENESS** toward others. Pages 28, 102, 108.

MORAL AND SPIRITUAL DEVELOPMENT

NORMAL PROGRESS
(What to Expect)

TRUTHFULNESS is instinctive, but the dramatic or imaginative side is paramount, and the child often worries parents by confusing fancy with facts, and so telling what the parent calls lies.

He has an interest in everything which lives.

He loves beauty.

He wishes to be praised.

He has an unconscious desire to be happy.

About the 5th year he usually has a strong feeling of independence.

WHAT TO DO

Teach control of anger (**SELF-CONTROL**) by turning attention and energy in other directions. Page 129.

Permit the child to exercise his feeling of **INDEPENDENCE** when no harm can result, but check at once any disobedience caused by it. Page 70.

Teach **TRUTHFULNESS** by personal example as well as by talking about it. Never let him be frightened into telling an untruth. Page 152.

Teach **COURAGE** by example, by story, and by commending him when he conquers his fears. Page 41.

Aid the growth of **SELF-RELIANCE** by showing him how to reason what the consequences of an action will be and by guiding him toward success. Page 133.

SINCERITY is best taught by personal example; be sincere not only to him, but to all others with whom you come in contact. Remove him from any contrary influence. Do not make a careless promise of either pleasure or punishment. Page 139.

Emphasize **TRUSTWORTHINESS** after school-days begin and he is tempted to do things when away from you which he knows would meet with your disapproval. Page 150.

SINCERITY

SPORTSMANSHIP

TRUTHFULNESS

Review traits listed for previous years and continue training in them

PHYSICAL DEVELOPMENT

WHAT TO DO (Continued)

Play and Exercise

Encourage running, jumping, balancing, climbing, throwing at a mark, and games of tag and ball. Pages 276, 605.

Check any tendency to wrong posture Page 240.

WHAT TO AVOID

Do not think he *must* have the measles, chicken-pox, whooping-cough, and scarlet fever; avoid exposing him to any of these diseases. Page 352.

Do not fail to see that his weight is normal for his height and age. Page 317.

MEMORANDA

MEMORANDA

MENTAL DEVELOPMENT

WHAT TO DO

If necessary to send him away from you let him go with a suggestion of something to do; never say, "Run away and play." Page 99.

Be prepared for the question, "What can I do next?"

Teach him to weave and to string spools or large beads, but do not require any fine work. Page 601.

Teach spool knitting. See page 602.

Teach simple, coarse sewing, but no fine work. Page 576 §5.

Provide materials for modeling.

Indulge his attempts to draw both with crayons and pencils, but expect only the most elementary results. Pages 491, 601.

Help him to plant some large seeds and as they grow teach him the story of plant life. Page 499.

Teach him to tell time.

Teach him to count. Page 543 §2.

Teach him to tell difference between right and left.

Teach simple house tasks such as dusting, wiping the silver, sweeping porch and sidewalk. Pages 302, 594.

Continue to have child memorize simple poems and stories. Page 468.

Read and tell stories about animals, fairies, and other boys and girls. Pages 466, 467, 693.

Pictures are a vital factor in a child's life; have good ones on the walls of your home and see that he is thoroughly familiar with them. Change the pictures from time to time. Page 487.

Let him tell you stories, both real and imaginary. Pages 66, 152, 448.

Help the child to start one or more scrap books for pictures.

Teach him to recognize a few birds, a few flowers, and a few trees. Page 493.

Stimulate his attempts in the acting out (dramatization) of his favorite stories by your sympathetic and understanding attitude. Page 427.

Show him how to make a picture of colored papers and then let him follow out his own ideas; do not find fault with the crudeness of his result

SOCIAL DEVELOPMENT

WHAT TO DO (Continued)

Encourage him to express **APPRECIATION** of what others do for him. Page 19.

Allow freedom, spontaneity, and **INITIATIVE** in play. Games should not predominate nor be too specific or closely supervised. Page 75.

MEMORANDA

MORAL AND SPIRITUAL DEVELOPMENT

WHAT TO DO (Continued)

Enter him in the Beginner's Department of your Sunday School, and have him attend as regularly as weather, distance, and his health will permit. Page 705.

MEMORANDA

MEMORANDA

MEMORANDA

MENTAL DEVELOPMENT

WHAT TO DO (Continued)

but encourage improvement. Page 492.

Have conversations with him, extend- to him the same **COURTESY** and **ATTENTIVENESS** you would to an adult. Pages 21, 44.

Give simple sex information to child before he goes to school. Page 418.

Establish a Family Hour in your home.

ATTENTIVENESS results indirectly from carrying out above suggestions. Page 21.

Stimulate the child's **SENSE OF HUMOR** by calling his attention to the "funny side of things." Page 62.

Have a sand-pile and a blackboard for him. Pages 416, 491.

WHAT TO AVOID

Do not encourage him to attempt tasks which require the use of the smaller muscles of his fingers.

Do not carelessly expose him to obscene, vulgar, or slang language. Page 520 §5.

MEMORANDA

SOCIAL DEVELOPMENT

MEMORANDA

MORAL AND SPIRITUAL DEVELOPMENT

MEMORANDA

Character traits

the cultivation of which

begins during this period

ACCURACY

AMBITION AND ASPIRATION

APPLICATION

BUSINESSLIKENESS

CAUTION AND PRUDENCE

CONSCIENCE

DEMOCRATIC SPIRIT

EMULATION

HEROISM

PERSEVERANCE

PUNCTUALITY

(*Continued on page* L)

PHYSICAL DEVELOPMENT

NORMAL PROGRESS (What to Expect)

Growth is rarely steady during this period; usually a period of rapid growth is followed by a time of almost no growth.

The muscles grow heavier.

The muscles work together better (co-ordinate), so that he has fewer falls and does things with his hands more successfully.

Several permanent teeth come during this period:

4 first molars 5-7 years of age.
4 central incisors 6½-8 years of age.
4 lateral incisors 7-9 years of age.

WHAT TO DO

Living Conditions

Live, if possible, in a house with its own yard; if necessary to live in an apartment house, select one as near a playground or a public park as possible. Pages 268, 280.

Have in the house as much fresh air and sunshine as possible. Page 271.

Food

Pay special attention to the nutritional value of the food during this period. For list of foods see Page 190.

There should be three regular meals with a little something extra in mid-morning and mid-afternoon. Page 193.

The total amount of milk consumed by the child in each 24 hours should be not less than a quart. Page 194.

He should drink at least 3 glasses of water each day. Page 207.

Do not deny all candy, but give only a limited quantity of the best and immediately after finishing one of the heavier meals. Page 206.

Cereals should be well cooked. Page 190.

Butter-substitutes do not equal in food values the genuine article. Page 194.

Make meal-time as joyous as possible. Page 190.

Rest

Child should sleep 12 or 13 hours each night; he should have a nap every day during the summer months. Page 233.

Guard him against fatigue both in schoolwork and at play. Let him get healthfully tired, but not over-tired. Page 606.

He should sleep in a separate bed and if possible in a room by himself. Page 235.

Outdoor Life

Let the child be out of doors as much as possible, dressing him according to weather conditions. Page 272.

Protect him against hot sun, drafts, and high winds.

Clothing

Always adapt clothing to season, climate, and occupation. Page 223

Use a mild white soap for washing child's clothes. Page 221.

Be careful in selecting shoes. Page 223.

Health Habits

Continue the daily tub and sponge baths. See page 285.

Teach him to bathe face and hands before each meal. Pages 188, 285.

Teach him the necessity for regular and complete elimination of waste from the body. Page 287 §6.

Brush teeth night and morning. Use dental floss to clean between teeth. Take child to dentist every three months. Page 291.

Play and Exercise

Encourage games which include running, jumping, balancing, throwing at a mark, and climbing. Pages 276, 605.

Check at once any tendency toward wrong posture either when standing or sitting. Page 245.

See that he learns to walk correctly. Page 299.

Alternate periods of vigorous activity with intervals of rest and reading. Page 606.

Let him learn to row and to swim. Page 241.

Be sure his weight is normal for his height and age. Page 317.

MENTAL DEVELOPMENT

NORMAL PROGRESS
(What to Expect)

The child is still curious but his questions show that he is **REASONING** more logically and more correctly.

He is no longer content just to be active, but wants his activity to have a result.

He thinks out for himself ways to accomplish results. (This is the beginning of an inventive tendency.)

His memory is much stronger, especially for things to be repeated word for word, and experiences that relate to his activities or welfare.

His imagination is still active, but he distinguishes between his "day-dreams" and facts; it is also becoming more creative and constructive.

He is interested in concrete things only; abstractions do not appeal to him.

He shows interest in formal but active games and in competitive games.

His **SENSE OF HUMOR** is crude.

Anger and fear are still easily aroused.

Formal education in groups begins in this period.

Independent reading for pleasure begins about the 9th year.

The child during this period lives almost completely in the present; he cannot look far into the future, and appeals or threats based on predictions of what he will be when he is grown can make but slight impression on him.

WHAT TO DO

Continue to have a Family Hour. As he learns to read let him read a story to you during the Family Hour.

Continue to encourage him to memorize. Pages 468, 482.

Play guessing games with him. Pages 422, 451, 456 §11.

Encourage letter-writing. Page 536.

Teach him to use a map. Page 561.

Have good pictures on the walls of the home and use your efforts to have pictures of the same class on the walls of the school-room. Page 488.

SOCIAL DEVELOPMENT

NORMAL PROGRESS
(What to Expect)

The child does not imitate adults as much as in past years, but the suggestions made by his playmates have a greater influence on him; this is very noticeable from about the eighth birthday onward.

Frequently he demonstrates his feeling of self-superiority by teasing and bullying playmates.

He is a hero-worshipper, but his ideal is chosen from among those he knows and never remains the same person for very long; more often his hero is one of his playmates.

He is naturally **DEMOCRATIC**, choosing *doers* rather than "good" children for companions.

About the 9th year his desire for companionship broadens, and he plays with a group rather than with one individual; the boys' group is generally called the gang and the girls', the club.

FRIENDSHIPS made during this period are strong and influence life and character.

LOYALTY to home, school, and certain individuals is quite pronounced at the close of this period.

WHAT TO DO

Read and tell to him biographies and stories of great and heroic persons; teach him to recognize the admirable traits in each character; and encourage him to emulate these desirable traits. Pages 692, 693.

Permit no unkind criticism of teachers, neighbors, or playmates. Page 94.

Watch his associates very carefully, guiding him so that he will choose only the good. Page 626.

Teach him that **PUNCTUALITY** is of prime importance. Page 110.

Encourage fair competition in play. Page 82.

Reduce quarreling by giving each child his own things and protecting him in his rights. Page 617.

Continue the training in **COURTESY** by suggesting that he lend his personal property. Page 44.

MORAL AND SPIRITUAL DEVELOPMENT

NORMAL PROGRESS
(What to Expect)

The child's fears lessen and his **COURAGE** grows.

He has **AMBITION** and **ASPIRATIONS**, but he is easily discouraged by failure.

He is sensitive to ridicule.

He has a great deal of **SELF-CONFIDENCE**, but this is occasionally shaken by fatigue or failure.

He has little control over his feelings (emotions), but his ability to govern his acts (**SELF-GOVERNMENT**) develops.

His **SENSE OF JUSTICE** strengthens as he learns in his play that he must give up his individual desires.

Appreciates goodness in friends.

Right and wrong as abstract qualities (**CONSCIENCE**) are first understood by the child during this period; some make the distinction earlier than others.

WHAT TO DO

Remember that disobedience may be due to **SELF-CONFIDENCE** or to preoccupation in some new enthusiasm, as well as to stubbornness or willfulness; decide which is the cause before you take action. Page 128.

Always keep in mind that **OBEDIENCE** is for the child's good, and not to gratify the will of the parent or guardian. Page 98.

Carefully distinguish between **PERSEVERANCE** and stubborness. Encourage him to persist in worthwhile tasks. Page 105.

RESPONSIBILITY is taught by making him responsible for the doing of certain tasks about the house; start with some simple things, such as seeing that the salt-dishes for the table are always filled, and add others as he proves his **TRUSTWORTHINESS**. Pages 121, 150, 302.

Encourage **THOROUGHNESS** in whatever is undertaken. Page 144.

	MEMORANDA	MEMORANDA
REASONING		
RESERVE		
RESPONSIBILITY		
SELF-GOVERNMENT		
THOROUGHNESS		
THRIFT		
Review traits listed for previous years and continue training in them		

MENTAL DEVELOPMENT

WHAT TO DO (Continued)

Teach him to make a weather map and a bird calendar. Pages 498, 499.

Sympathize with his instinct to collect; take an interest in his hobbies and provide places where he may keep his collections. Page 493.

Teach **APPLICATION** by seeing that he finishes whatever he undertakes to do, unless he is tired or unless he knows there is no sense in going further. Page 17.

Praise **ACCURACY** in work and play, but do not over-emphasize necessity for it. Page 3.

Begin training in **BUSINESSLIKENESS** by teaching the child to count money, and then sending him to stores on errands so that he may learn the practical value of this knowledge. Page 23.

Give him a small regular allowance and teach him the wise spending of it as well as how to save part of it (**THRIFT**); he should also learn to keep an account of his expenditures (**BUSINESSLIKENESS**). Pages 23, 146.

Begin lessons on some musical instrument. Page 567.

Encourage his attempts to draw. Page 491.

Teach him to make simple things—both girls and boys should learn to use tools. Page 575.

Teach girls to do simple sewing for doll. Page 576.

Teach both boys and girls simple household tasks. Page 614.

Provide a blackboard in the home. Pages 13, 276, 535.

Answer his questions truthfully and do not make fun of his ignorance. Page 419.

Help him to think for himself (**INDEPENDENCE** of thought. Page 70.

Visit his school often and co-operate with it.

Continue to have him make scrapbooks of pictures; but have him write stories to fit the pictures. Page 472 §3.

SOCIAL DEVELOPMENT

WHAT TO DO (Continued)

Ignore finickiness of every sort (do not scold); encourage **ADAPTABILITY**. Page 5.

Teach the value of **CO-OPERATION** by encouraging the child and his playmates to work together to accomplish some task. Page 39.

Make your home and yard so attractive that he and his playmates will choose to congregate there, but do not insist that he must play always in his own yard. Permit him to accept the hospitality of his friends. Page 628.

Teach **RESERVE** by precept and example. Page 116.

WHAT TO AVOID

Never make one child pick up toys used by another of the same age, even if the latter be a visitor. Page 101.

Avoid any treatment of the child which tends to fix in his mind the idea that he is inferior to others of his age (is more stupid, is less good-looking, etc.) Page 300.

MEMORANDA

MORAL AND SPIRITUAL DEVELOPMENT

WHAT TO DO (Continued)

Discourage dawdling of every sort by stimulating the child to finish a task as vigorously and speedily as possible. Page 666 §3 and §4.

Do not accept the excuse for wrongdoing that "So-and-so does it" or "So-and-So told me to do it"; teach him his personal **RESPONSIBILITY**. Page 121.

When necessary to punish him for disobedience, do so privately. Page 698.

Errors of judgment should not be punished; show him the fault in his **REASONING** and help him to correct his mistakes so that he will not be discouraged. Page 113.

Insist on **ORDERLINESS** in the care of his personal belongings. Page 101.

Toward the close of this period, begin to teach him the higher form of courage, known as moral **COURAGE**. Page 41.

At beginning of this period read and tell him Bible stories; toward the end of the period encourage him to read them for himself. Be sure he attends Sunday School regularly. Page 705.

WHAT TO AVOID

Do not make a careless promise either of pleasure or punishment. Pages 686, 687, 691.

Do not let his whining influence your actions; do not complain, simply ignore. Pages 683, 691.

Do not put the child in a situation where he must lie to save himself. Pages 98, 154.

MEMORANDA

MEMORANDA

MEMORANDA

MENTAL DEVELOPMENT

WHAT TO DO (Continued)

Encourage him to dramatize some of the stories which you read to him. Pages 429, 430.

Provide old garments in which he and his friends can "dress up."

Guide his developing **SENSE OF HUMOR** so that it will not become "mean teasing." Help the development of his **SENSE OF HUMOR** by "seeing" his jokes and by telling him funny stories of a higher order of humor. Page 62.

CAUTION and **PRUDENCE** should be strongly emphasized all through this period. Page 24.

MEMORANDA

MEMORANDA

MEMORANDA

Character traits

the cultivation of which

begins during this period

ADVENTURE, SPIRIT OF

ALERTNESS

CLEANLINESS (MORAL)

CONCENTRATION

EFFICIENCY

FIRMNESS

HONOR

LEADERSHIP

LOYALTY TO PRINCIPLES

PURPOSE

REASONABLENESS

(*Continued on page* LVI)

PHYSICAL DEVELOPMENT

NORMAL PROGRESS (What to Expect)

During these years the child generally has a period when he grows in height very rapidly; this is followed by another period when he adds to his weight; just before maturing (puberty), there is a pause in growth.

Everything he does is done intensely (energetically).

He has better control over the muscles of his fingers and hands and can therefore do better handicraft.

The permanent teeth due are:

9 bicuspids, from 9 to 10 years of age.

4 canines, from 12 to 14 years of age.

4 second molars, from 12 to 15 years of age.

WHAT TO DO

Living Conditions

Live, if possible, in a house with its own yard; if necessary to live in an apartment house select one near a playground or a public park. Pages 268, 280.

Have in the house as much fresh air and sunshine as possible. For his home study arrange a place which has sunshine and fresh air, and where he will be undisturbed. Page 271.

Food

The food for the child of this age should be "plain" and varied, and there should be plenty of it. Page 190.

There should be three regular meals with a little something extra in mid-morning and mid-afternoon. Page 193.

The total amount of milk consumed by the child in each 24 hours should be not less than a quart. Page 194.

Do not deny all candy, but give only a limited amount of the best and immediately after finishing one of the heavier meals. Page 206.

The child should drink at least 3 glassfuls of water each day. Page 207.

Cereals should be well cooked. Page 190.

Butter-substitutes do not equal in food values the genuine article. Page 194.

Make meal-time as joyous as possible. Page 190.

Rest

The child should sleep 10 or 11 hours each night; during the summer months there should be a period of rest during the hot part of the day. Page 233.

Guard him against fatigue both in schoolwork and at play. Let him get healthfully tired but not overtired. Page 606.

He should sleep in a separate bed and, if possible, in a room by himself. Page 235.

Outdoor Life

Let him be out of doors as much as possible, teaching him to clothe himself according to weather conditions. Page 272.

Assign outdoor tasks about the home. Page 73.

Clothing

Always adapt clothing to season, climate, and occupation. Page 223.

Be careful in selecting shoes. Page 223.

Health Habits

Continue the daily tub and sponge baths; let him bathe himself, but supervise for thoroughness. Page 285.

Insist that face, hands, and nails shall be cleaned before each meal. Pages 188, 285.

Teach him that he must wash his hands after every time he has been to the toilet. Page 285.

Teach him that he must never touch food which is being prepared for eating until he has first washed his hands and cleaned his nails. Page 285.

Impress upon the child that elimination of waste from the body is important for health, and that he must report to you at once any variation from normal conditions. Page 287 §6.

12th BIRTHDAY FOR GIRLS
13th BIRTHDAY FOR BOYS

MENTAL DEVELOPMENT

NORMAL PROGRESS
(What to Expect)

The child's imagination becomes less fanciful, and is more easily directed toward poetry and science.

He is interested in making collections for a **PURPOSE.**

He is more patient and more skillful in doing things.

He shows a decided tendency and ability to invent (**RESOURCEFULNESS**).

He is becoming interested in group-games, such as baseball and basketball, and in games requiring skill, but group coherence is not yet strong.

Pets, wild-life, and woodcraft appeal strongly to him.

He shows marked interest in reading.

His curiosity is greater than ever before and concerns a greater number of subjects.

Memory for facts and words is almost marvelous.

The involuntary attention of babyhood has given way to voluntary attention or **CONCENTRATION,** through the growth of **SELF-CONTROL.**

Differences in interests, due to sex, gradually become more evident.

Girls gradually become mentally older than boys of same chronological age.

WHAT TO DO

Patiently teach him **ALERTNESS** by training him to observe thoroughly everything about him and everybody with whom he comes in contact. Page 12.

The time needed for his school homework is ideal for training in both **WILL-POWER** and **CONCENTRATION.** *But* do not expect him to do his school homework in a room where other members of the family are talking or playing; either give him a quiet place in a room alone or have a family study hour. Pages 33, 161.

Show an interest in his school work, visiting the school frequently and guiding (but not doing for him) his homework. Page 598.

SOCIAL DEVELOPMENT

NORMAL PROGRESS
(What to Expect)

The child has a strong desire for **FRIENDS.**

Both boys and girls gather in groups, the boys for physical activities and games, and the girls for quiet games and play.

In these groups some children develop as leaders and others as followers.

The influence of these chums, especially that of the leader, appears to be greater than that of the adults with whom the child comes in contact.

WHAT TO DO

Encourage **LOYALTY** to school and teacher. Page 94.

Know your child's companions in and out of school and learn their home environment; discourage **FRIENDSHIPS** which you are not willing should be lasting. Pages 9, 627.

Become acquainted with the other arents in your neighborhood and take part in the plans for a better community life. Pages 639-655.

Teach the child to listen and to take an interest in the conversation of others.

Teach him to show **RESPECT** to his elders. Page 120.

Teach him the first essentials of **LEADERSHIP.** Page 86.

Encourage him to take playful teasing good-naturedly and not to indulge in any mean teasing. Page 680.

Teach him how to entertain others. Page 627.

Teach him that **USEFULNESS** in home, community, and lifework is an ideal motive. Page 159.

Increase his sense of **RESPONSIBILITY** for the happiness of the home by giving him more responsible tasks and by suggesting, requesting, and encouraging the making of things for the home. Page 121.

Expect boys and girls gradually to separate in play, and plan your suggestions for their activities accordingly. Page 618, 621.

MORAL AND SPIRITUAL DEVELOPMENT

NORMAL PROGRESS
(What to Expect)

The child's emotions are less primitive and are under better control (**SELF-CONTROL**).

His **SELF-CONFIDENCE** is greater.

He shows more **COURAGE.**

He has more **RESPECT FOR LAW** and rules than for personal commands.

He is **ADVENTUROUS** (eager for new experiences) and the intensity of this spirit sometimes makes him forget rules and laws and violate them.

He enjoys organizations and plans for self-government.

A strong personal religious feeling appears about the 12th to the 13th year.

While he still has faith in the religious teachings that he has received, he needs reasonable explanations of religious beliefs.

Girls gradually become emotionally older than boys of the same chronological age.

WHAT TO DO

Give the child no arbitrary commands, but let your instructions be **REASONABLE,** and if he questions your decisions be prepared to give him valid reasons. Page 98.

Insist that he decide less important questions for himself; if you think he has made a wrong decision, ask his reasons and show where he made his mistake. Page 113.

Teach him to have a reason (**PURPOSE**) for all his actions. Page 111.

Discourage him from changing a decision once made unless there is a good reason for doing so. Pages 50, 105.

If circumstances compel you to change one of your decisions be sure he understands your reasons for doing so, and also be certain that your doing so was **REASONABLE.** and not due to a whim. Page 112.

RELIABILITY

RESOURCEFULNESS

RESPECT FOR LAW

RESPONSIBILITY TOWARD HUMANITY

REVERENCE

USEFULNESS

WILL-POWER

Review traits listed for previous years and continue training in them

PHYSICAL DEVELOPMENT

WHAT TO DO (Continued)

Insist that he brush his teeth night and morning and after each meal. Use wedge-shaped toothpick to clean between teeth. Take child to dentist every three months. Page 291.

Play and Exercise

Continue to encourage games which include running, jumping, balancing, throwing at a mark, and climbing. Page 241.

MEMORANDA

Continue to watch posture when standing or sitting, and check at once any tendency toward wrong posture. Pages 245, 304.

See that he learns to walk correctly. Pages 241, 299.

Alternate periods of vigorous activity with intervals of rest and reading. Page 606.

Let him row and swim. Page 241.

Be sure his weight is normal for his height and age. Page 319.

MEMORANDA

MENTAL DEVELOPMENT

WHAT TO DO (Continued)

Encourage him to memorize both prose and poetry selections. Pages 468, 482.

Use his ability to memorize by having him taught a foreign language.

Help him to think and to reason for himself; of course this is harder than doing it yourself. Page 113.

Teach him that he must not permit his love of reading to interfere with activities which are necessary to his health. Page 680.

Call his attention to beauty in color, form, line, and sound, not only in the great things but in the everyday things about us. Pages 494, 495.

Take him to industrial expositions, manufacturing plants, engineering projects, stores, shipyards, markets, farms, and other places where he will see things which will increase his knowledge of how the world lives. Page 639.

Take him to educational lectures and to see motion pictures of industries, of nature and outdoor life, of travel in this and foreign lands. Page 608 §4.

Give him access to a weekly magazine containing a digest of world events, but do not give him the daily newspaper to read.

Stimulate him to undertake and to finish some handiwork. Page 577.

Give him access to inspiring biography and wholesome fiction suited to his age. Page 478.

Teach him to find the way to accomplish the most with the least effort and in the shortest time (**EFFICIENCY**). Page 47.

Teach him to do the common household tasks. Pages 73, 614.

Continue training in **THRIFT** by encouraging him to earn money. Increase his allowance and also the number of articles which he must purchase for himself. Remember his earnings and his allowance are his own, and he must not be punished if he does not use the money as you think best. Advise him, and if he does not follow your suggestions, he must abide by the result. Do not complain or nag. Pages 146, 229.

SOCIAL DEVELOPMENT

WHAT TO DO (Continued)

Make your home and yard so attractive that the boy's gang and the girl's group will want to be there for every meeting. Page 280, 618, 621.

Have afternoon parties, but no evening ones; the child should help plan and prepare for these parties. Page 613.

Insist that he use his **REASON** in his contacts with others (**REASONABLENESS**). Page 112.

Begin training in **RESPONSIBILITY TOWARD HUMANITY** by teaching him that it is his duty and the duty of every good citizen to do all he can to promote the safety, health, and general well-being of others. Page 122.

Teach him that every good citizen takes care of the natural resources of the country and prevents waste of or damage to manufactured or cultivated wealth. Pages 639-655.

Teach him that **TRUTHFULNESS** is one way of showing **COURAGE**. Pages 41, 152.

Permit him as soon as he reaches the age of admittance, to join the Boy Scouts, Girl Scouts, Woodcraft League, or some similar organization. Pages 644-655.

MEMORANDA

MORAL AND SPIRITUAL DEVELOPMENT

WHAT TO DO (Continued)

Develop a desire for **MORAL CLEANLINESS** by keeping high ideals before him. Page 32.

Take a personal interest in the child's projects, no matter how visionary they may be, and help him to make them practical ("to come true"). Page 71.

Let him tell you about his **ADVENTURES** and discuss them seriously with him. Page 6.

Teach **REVERENCE** by your personal example. Page 123.

Teach him to promote good-feeling in himself and others by doing acts of personal **SERVICE** or **SYMPATHY**, by generous giving, by gratefully receiving from others (**APPRECIATION**), by forgiving wrongs and enemies, by being **SPORTSMANLIKE** (not jealous) in rivalry, by being a peace-maker, by being **CHEERFUL**, by saving others from anxiety, fright, humiliation, and by preventing situations which provoke disgust (**THOUGHTFULNESS**). Pages 19, 28, 136, 140, 141, 145.

Teach him that a good citizen:

Acquires property (either much or little) in accordance with the law—no stealing, no swiping, no receiving or using stolen property, no securing of money under false pretenses—withstands bribery; does not deceive (cheat) in order to gain some result either in work or play (**HONESTY**). Page 58.

Fulfills promises (**RELIABILITY**). Page 115.

Does right whether watched or not (**LOYALTY TO PRINCIPLES AND IDEALS**). Pages 92, 95.

Is **INDUSTRIOUS**. Page 73.

Has **PERSERVERANCE**. Page 105.

Is prompt (**PUNCTUALITY**). Page 110.

Cultivates **RESOURCEFULNESS**. Page 117.

Is just, performing his share of labor and effort and bearing his share of sacrifice (**SENSE OF JUSTICE**). Page 82.

MEMORANDA

MEMORANDA

MENTAL DEVELOPMENT

He has been gathering experiences and information; teach **RESOURCEFULNESS** by having him use this knowledge in every way possible. Page 117.

Recognize the differences of interests due to sex. Pages 618, 621.

MEMORANDA

SOCIAL DEVELOPMENT

MEMORANDA

MORAL AND SPIRITUAL DEVELOPMENT

WHAT TO DO (Continued)

Treats fairly the reputation of others. Page 94.

Respects secrets and privacy (**HONOR**). Page 61.

Allows no ridicule or dare to lead him to injure the health or to endanger the safety of himself or others (**FIRMNESS**). Page 50.

Does not believe that "findings are keepings." Pages 36, 58.

Emphasize the necessity for controlling his fears, his anger, his tongue, his tears (**SELF-CONTROL**). Page 129.

Be very frank on religious matters whenever he wants to talk about them. If you cannot answer his question, tell him you do not truly understand it and help him to make research to satisfy his desire. Teach him to respect the truth in religion and not to lower his ideals because of the failures or weaknesses of other human beings. Pages 729, 732.

WHAT TO AVOID

Do not make a careless promise either of pleasure or punishment. Page 686.

Do not ridicule his ideas and questions. Page 419.

MEMORANDA

Character traits

the cultivation of which

begins during this period

CHIVALRY

CIVIC RESPONSIBILITY

CONSIDERATENESS

EASE OF MANNER

INTEGRITY

JUDGMENT

MANLINESS

PATRIOTISM

PRIDE

SELF-SACRIFICE

WOMANLINESS

PHYSICAL DEVELOPMENT

NORMAL PROGRESS (What to Expect)

Both height and weight now show family characteristics.

The heart grows rapidly.

Nervous system is peculiarly sensitive; hysteria is common.

There is rapid increase in lung and chest capacity, in muscular development, and in muscular strength.

Changes in the larynx cause irregularities in the control of the voice.

Rapidity and irregularity of body growth cause awkwardness.

The adolescent requires as much food as a man doing heavy manual labor.

Important physiological changes begin in 12th to 15th year with girls and 13th to 17th years with boys.

He is less susceptible to childhood diseases.

Eight permanent teeth are due between 12 and 16 years of age.

Associative fibers of brain are maturing rapidly, making abstract thinking develop rapidly.

WHAT TO DO

Living Conditions

Continue to live, if possible, in a house with its own yard; if necessary to live in an apartment house select one near a playground or a public park. Pages 268, 280.

Have in the house as much fresh air and sunshine as possible. For his home study arrange a place which has sunshine and fresh air and where he will be undisturbed. Page 271.

Food

The food for the child of this age should be "plain" and varied, and there should be plenty of it. Page 191.

There should be three regular meals with a little something extra in mid-morning and mid-afternoon. Page 193.

The total amount of milk consumed by the child in each 24 hours should be at least a quart. Page 194.

Do not deny all candy, but give only of the best and immediately after finishing one of the heavier meals. Page 206.

The adolescent should drink at least four glasses of water each day. Page 207.

Cereals should be well cooked. Page 190.

Butter-substitutes do not equal in food values the genuine article. Page 194.

Make meal-time as joyous as possible. Page 190.

Rest

He should sleep 10 or 11 hours each night; during the summer months there should be a period of rest during the hot part of the day. Page 233.

Guard him against nervous fatigue both in school-work and play. Let him get healthfully tired, but not over-tired. Page 606.

He should sleep in a separate bed and, if possible, in a room by himself. Page 235.

Outdoor Life

Let him be out of doors as much as possible, teaching him to clothe himself according to weather conditions. Page 272.

Assign outdoor tasks about the home. Page 73.

Clothing

Always adapt clothing to season, climate, and occupation. Page 223.

Health Habits

Continue the daily tub and sponge baths; let him bathe himself but supervise for thoroughness. Page 285.

Continue to insist that face and hands shall be washed and his nails cleaned before each meal. Pages 188, 285.

15th BIRTHDAY FOR GIRLS
17th BIRTHDAY FOR BOYS

MENTAL DEVELOPMENT

NORMAL PROGRESS
(What to Expect)

The mind develops continuously and strongly through this period. The ability to **REASON** grows steadily.

Memory is excellent, but now he does not remember word for word as well as he did; instead he gets the gist of what he hears, reads, or studies.

His imagination is no longer fantastic, but is busy with personal plans.

He develops many new interests, quickly dropping one enthusiasm for another.

He wants to touch and handle every new thing he sees.

CONCENTRATION is great while interest lasts.

His emotions are more intense and vacillating than ever before; joy is very likely to be followed by depression and a feeling of failure.

He is inclined to brood over himself.

He often thinks and talks about leaving school.

He has a passion for reading.

Money "burns holes in his pockets"—unless there has previously been careful training in earning, spending, and saving.

Girls continue to grow faster mentally than boys of the same chronological age.

WHAT TO DO

Be careful that he does not form the habit of "idle day-dreaming."

Do not check any harmless enthusiasm but guide him among his new interests so that he will not get "mental indigestion," and will select those which are most worthwhile. Page 581.

Encourage him to make collections which will be of educational value.

Do not too closely supervise his reading but see that plenty of good books, covering a variety of subjects, are accessible without much effort and that none of the others are. Page 478.

Watch carefully lest he carry too big a load of studies. Page 606.

SOCIAL DEVELOPMENT

NORMAL PROGRESS
(What to Expect)

Restlessness, a sense of restriction, and the wish for a wider viewpoint (to see more of real life) often make both boys and girls desirous of leaving school or home.

There is a period, 11th to 13th years, when he is opposed to the opposite sex; this is followed by a period when the opposite sex greatly attracts.

Sensitiveness to what others may think about him often causes extreme reserve on some occasions and much apparent recklessness on other occasions.

He imitates the manners and mannerisms of favorite adults.

CHIVALRY is usual.

Vanity, showing off, affectations, and self-assertion are common and often disturb parents and teachers needlessly.

Boys enjoy taking part in complicated group and team games; girls develop an interest in boys' games as onlookers and make enthusiastic fans.

The desire to gather in groups is very strong, but the sexes do not mingle unless brought together socially by older persons.

CO-OPERATION within the group and **LOYALTY** to it are quite pronounced, especially among boys.

WHAT TO DO

If you have not already done so, become acquainted with the other parents in your neighborhood and take part in the plans for a better community life. Pages 639-655.

Know your child's companions in and out of school and learn their home environment; do not encourage **FRIENDSHIPS** which you are not willing should be lasting. Pages 9, 627.

Develop **EASE OF MANNER** by always maintaining a sympathetic attitude toward his friendships, by never making him feel conspicuous, by never laughing at his awkwardness, by always extending to him the

MORAL AND SPIRITUAL DEVELOPMENT

NORMAL PROGRESS
(What to Expect)

The youth is now forming principles for the guidance of his own conduct; he begins to do things because he himself thinks they are right and not because someone else says so. At the same time he is sensitive to what others think about him.

While aversion to attending Church and Sunday School is quite common, he is sensitive to religious impressions.

He is extremely responsive to all generous actions and sentiments, sometimes unwisely so.

He feels great admiration for persons of fine and attractive personal qualities.

WHAT TO DO

Encourage **EMULATION** of the good personal traits in the persons whom he admires. Page 49.

Hold before him the ideal of **INTEGRITY.** Page 76.

Encourage **PRIDE,** discourage vanity. Page 109.

Praise and encourage **SELF-SACRIFICE,** but if he carries the trait to an extreme, teach him to combine **JUDGMENT** with it. Pages 80, 135.

Continue to discuss his real and proposed **ADVENTURES** companionably with him. Page 6.

Cease using punishment or your willpower to govern him; make suggestions and requests as to what he should do; inspire him to choose the right, and when he does wrong let him learn from the consequences. Page 98.

Exemplify in your own life the qualities which you are trying to instill in him. Pages 18, 24, 28, 53, 84, 98, 108, 123, 154, 417.

Stress ideals of **CHIVALRY** and **HONOR.** Page 30, 61.

Continue to teach him to promote good-feeling in himself and others by doing acts requiring personal **SERVICE** or **SYMPATHY,** by gratefully

Review traits listed for previous years and continue training in them

PHYSICAL DEVELOPMENT

WHAT TO DO (Continued)

Continue teaching him that he must wash his hands after every time he has been to the toilet. Page 285.

Continue emphasizing that he must never touch food which is being prepared for eating until he has first washed his hands and cleaned his nails. Page 285.

Continue to impress upon the child that elimination of waste from the body is important for health and that he must report to you at once any variation from normal conditions. Pages 287 §6.

Insist that he brush his teeth night and morning and after each meal. Take him to the dentist every three months. Page 291.

Play and Exercise

Encourage games which involve physical activity. Page 96.

Continue to watch posture when standing or sitting, and check at once any tendency toward wrong posture. Pages 240, 304.

See that he walks correctly. Page 299.

Continue to alternate periods of vigorous activity with intervals of rest and reading. Page 606.

Let him skate, row, and swim. Page 241.

Let him join the local "Y" and enroll him in the gymnasium class. Pages 651, 652.

WHAT TO AVOID

Do not neglect colds. Page 376.

Do not force him to eat when he is angry, worried, or fearful. Page 188.

Avoid making sex matters a mystery; be frank. Page 631.

Do not permit him to lie in bed after he awakes in the morning. Page 700.

MEMORANDA

MEMORANDA

MENTAL DEVELOPMENT

WHAT TO DO (Continued)

Encourage him to express himself (not you or someone else) in letter-writing, story-telling, story-writing, handicraft, music, art-work, and selection of clothes. Page 72.

Help him to develop any special talent or ability. Page 579.

Be interested in his school work and activities; visit the school often, and help him with his lessons, but do not do them for him. Page 598.

Continue the methods suggested in the last period for training in **ALERTNESS, CONCENTRATION,** and **WILL-POWER.** Pages 12, 33, 161.

Teach him to apply to his personal belongings and his environment the principles of beauty. Pages 225, 277, 278.

Help him to think and to **REASON** for himself; do not let your impatience lead you to make his decisions. Commend him every time he shows good **JUDGMENT.** Pages 80, 113.

Continue to take him to industrial expositions, manufacturing plants, engineering projects, stores, shipyards, markets, farms, and other places where he will see things which will increase his knowledge of how the world lives. Page 639.

Continue to take him to educational lectures and to see motion pictures of industries, of nature and outdoor life, of travel in this and foreign lands. Page 608 §4.

Provide him with a good weekly magazine containing a digest of world events.

Select for the home a newspaper which treats the day's events in a truthful, dignified manner (not one of the so-called "yellow sheets"); neither urge him to read it nor deny him the privilege of doing so.

Stimulate him to undertake and to finish some handicraft. Page 577.

Continue to teach him how to do common household tasks. Pages 73, 614.

Stimulate him to find the way to accomplish the most with the least effort and in the shortest time (**EFFICIENCY**). Page 47.

SOCIAL DEVELOPMENT

WHAT TO DO (Continued)

same **COURTESY** you would to an adult friend. Pages 44, 46.

Permit and encourage him to bring friends to his home. Pages 627-630.

Take him and his friends on hikes. Page 241.

Take him camping and fishing. Pages 311, 313.

Continue to make the home and yard so attractive that the boy's gang and the girl's club will want to be there for every meeting. Page 280.

CHIVALRY, and **MANLINESS** and **WOMANLINESS** develop by practice. Let the child practice on you. Pages 30, 96, 162.

Permit the child to be a member of the Boy Scouts, Girl Scouts, Woodcraft League, or other similar organizations. Pages 644-655.

Continue training in **SPORTSMANSHIP** by teaching him to rejoice in the success of others. Page 140.

Have afternoon parties with an occasional evening one; the child should help plan and prepare for these parties. Pages 613, 618, 621.

Cultivate **CIVIC RESPONSIBILITY** by teaching him his responsibility for helping to keep the yard and the vacant lots of the immediate neighborhood clean. Page 31.

Teach him that every good citizen does all he can for the physical safety and the physical health of others. Page 122.

Continue to teach him that every good citizen takes care of the natural resources of the country and prevents waste or damage to manufactured or cultivated wealth. Page 31.

Teaching him what a good citizen does will awaken in him **PATRIOTISM.** Page 104.

Continue training him for **LEADERSHIP.** Page 86.

Teach him to entertain others. Pages 627, 635.

Encourage interest in school athletics. Page 240.

Encourage group games.

MORAL AND SPIRITUAL DEVELOPMENT

WHAT TO DO (Continued)

receiving from others (**APPRECIATION**), by forgiving wrongs and enemies, by being **SPORTSMANLIKE** (not jealous) in rivalry, by being a peace-maker, by being **CHEERFUL,** by saving others from anxiety, fright, humiliation, and by preventing situations which provoke disgust (**THOUGHTFULNESS**). Pages 19, 28, 136, 140, 141, 145.

Continue to teach that a good citizen: Acquires property (either much or little) in accordance with the law—no stealing, no swiping, no receiving or using stolen property, no securing of money under false pretenses; withstands bribery; does not deceive (cheat) in order to gain some result either in work or play (**HONESTY**). Page 58.

Does not lie in order to avoid punishment. Page 152.

Fulfills promises (**RELIABILITY**). Page 115.

Does right whether watched or not (**LOYALTY TO PRINCIPLES AND IDEALS**). Pages 92, 95.

Is **INDUSTRIOUS.** Page 73.

Is prompt (**PUNCTUALITY**). Page 110.

Cultivates **RESOURCEFULNESS.** Page 117.

Is just, performing his share of labor and effort and bearing his share of sacrifices and other services (**SENSE OF JUSTICE**). Page 82.

Treats fairly the reputation of others and respects ownership (**CONSIDERATENESS**). Page 36.

Respects secrets and privacy (**HONOR**). Page 61.

Allows no ridicule or dare to lead him to injure the health or to endanger the safety of himself or others. (**FIRMNESS**). Page 50.

Continue to emphasize the necessity for controlling his fears, his anger, his tongue, his tears (**SELF-CONTROL**). Not too often, but occasionally, make the suggestion that

MEMORANDA

MEMORANDA

MENTAL DEVELOPMENT

WHAT TO DO (Continued)

Continue his training in **SELF-RELIANCE, THRIFT,** and **JUDGMENT** by increasing both his allowance and the number of articles which he must purchase for himself. Encourage him to earn money. Show him how to plan a budget for his personal expenditures and insist that he abide by it; do not make up deficits for him. Remember his earnings and his allowance are his own. Advise him in indirect ways and always tactfully. Pages 80, 133, 146.

WHAT TO AVOID

Do not let him become addicted to motion-picture theaters where highly emotional or sensational—especially amorous—pictures are displayed. Page 608 §4.

MEMORANDA

SOCIAL DEVELOPMENT

WHAT TO DO (Continued)

Permit him to have an over-night or week-end guest occasionally and teach him the duties of a host (or hostess).

Teach him how to be a guest and then permit him to make an occasional visit.

Do not give him all the disagreeable tasks around the house; do some of these yourself and give him some of the interesting ones which have responsibilities attached to them.

On special occasions help him to do his work (never do this just because he shirked); when occasions occur when you want help ask (not demand) him to assist you. Give him practical instruction in fair play, **CO-OPERATION** and **COURTESY.** Pages 39, 44.

Teach him the right and wrong ways of being charitable. Page 136.

Discourage bullying and hectoring by providing opportunities for competitive games. Page 680.

Discourage too great familiarity between boys and girls. Page 631.

Discourage addiction to the "modern" dance by providing opportunities for an abundance of games and plays and folk and chivalric dances. Page 262.

Discourage the pool-hall habit by providing counter-attractions in the home. Page 618.

MEMORANDA

MORAL AND SPIRITUAL DEVELOPMENT

WHAT TO DO (Continued)

some day he will be a parent—hence the value now of a clean, self-controlled life. Page 129.

MEMORANDA

Character traits

the cultivation of which

begins during this period

ALTRUISM

IDEALISM

IMPARTIALITY

LIFE PURPOSE

LOVE

LOYALTY TO IDEALS

SIMPLICITY

TACTFULNESS

Review traits begun in previous years and continue training in them

PHYSICAL DEVELOPMENT

NORMAL PROGRESS (What to Expect)

Growth of body continues—girls usually reach their full height at 16 and boys theirs at 18.

Appetite is capricious.

Muscles respond to the demands, making it possible for the hands to work skillfully.

Harmony and balance in heart are restored by the end of this period.

Awkwardness lessens.

Poise of body is attained and the manner of walking, standing, etc., is apt to be fixed for adult life.

Gradually the nerves come under better control and he is less inclined to hysteria and temper.

Sex development reaches maturity by the end of this period.

The four third molars (wisdom teeth) are due any time after the 16th birthday.

WHAT TO DO

Living Conditions

Continue to live, if possible, in a house with its own yard; if necessary to live in an apartment house select one near a playground or a public park. Pages 268, 280.

A room of his own, which he can use for a study, a workshop, and a place for his special group to meet, is almost a necessity; give it to him if possible. Pages 277, 278.

Food

Give special attention to his diet and teach him the necessity for regularity and temperance in eating (neither under-eating nor over-eating). Page 192.

While he continues to grow it is well for him to have a glass of milk or a sandwich between meals, but as he reaches his full growth this extra food should be omitted. Page 193.

Make meal-time as joyous as possible. Page 190.

Rest

The youth should sleep 9 or 10 hours each night; during the summer months there should be a period of rest during the hot part of the day. Page 233.

He should sleep in a separate bed and, if possible, in a room by himself. Page 235.

Continue to guard him against fatigue in study, work, and play; let him get healthfully tired, but not overtired. Page 606.

Outdoor Life

Encourage him to be out of doors as much as possible, teaching him to clothe himself according to weather conditions. Page 272.

Assign outdoor tasks about the house. Page 73.

Plan opportunities for him to hike and to camp; go with him yourself, even at the sacrifice of some personal pleasure, but if you cannot do so because of other duties, provide proper adult supervision. Pages 311, 313.

Counteract sex-strain by encouraging athletic activities. Page 631.

Clothing

Supervise his selection of clothing (including footwear), and see that he chooses variety enough to keep him warm and dry in all seasons. Pages 223, 229.

Health Habits

Insist that he continue the daily baths. Page 285.

If necessary, do not hesitate to remind him that face and hands should be washed before each meal, and that hands must be washed after each time he has gone to the toilet. Pages 188, 285.

Continue to impress upon him that elimination of waste from the body is important for health and that he must report to you at once any variation from normal conditions. Page 287 §6.

Insist that he brush his teeth night and morning and after each meal. Send him to the dentist every six months. Pages 291, 305.

Play and Exercise

Encourage him to take part in organized athletics—not to be content

18th BIRTHDAY FOR GIRLS
20th BIRTHDAY FOR BOYS

MENTAL DEVELOPMENT

NORMAL PROGRESS
(What to Expect)

He should by the end of this period be able to purchase all necessary clothing and to do so wisely.

His emotions are better balanced; if he is inclined to indulge in self-analysis he may be melancholy at times.

He enjoys and craves vigorous mental activity, especially that which is concerned with the real problems of daily life.

Generally he takes pleasure in **REASONING** (debating), literary study, mathematics, science.

He is conscious of his personal power to accomplish results.

His love of the beautiful (esthetic enjoyment) is pronounced.

There is an increased interest in the news of the day as given in newspapers.

Both boys and girls of this period like to read love stories.

Both give much thought to personal appearance.

His imagination now includes definite plans for the future (**LIFE PURPOSE**).

Interest in life work is strong and compelling; he looks forward to the opportunities and activities of adulthood, rather than backward to the experiences of childhood.

WHAT TO DO

Increase the youth's allowance so that it covers all his personal expenses; guide him in planning his budget; guide him to choose wisely in making his purchases (**THRIFT** and **SELF-RELIANCE**). Do not expect him always to choose for utility rather than because "it is the style." Pages 133, 146.

Encourage **INITIATIVE** by giving him tasks that require originality to perform. Page 75.

Co-operate with him in planning for his future vocation (**LIFE PURPOSE**) by giving him opportunities to become acquainted with various businesses and professions. Page 88.

Let him plan to take up the work for which he is best suited—not necessarily that which you would like to see him do. Page 585.

SOCIAL DEVELOPMENT

NORMAL PROGRESS
(What to Expect)

The boy's gang and the girl's club develop into more formal organizations, such as an athletic club or a literary society.

There is frequent rebellion against the customs, conventions, and restrictions imposed by adults.

There is a growing tendency to pair off.

Early and intense **LOVE** affairs (rarely permanent) are almost sure to occur.

Dancing now becomes a pastime instead of a task.

Youths are very sensitive to criticism, and especially to ridicule of their traits, abilities, or appearance.

WHAT TO DO

Make yourself a companion to your child and his friends so that you will be a welcome chaperon wherever and whenever two or more of them are together.

Co-operate with other parents in maintaining a healthy social atmosphere. Page 629.

Bring boys and girls together frequently in your home for games, plays, and group dancing. Page 630.

Permit occasional evening parties and theater parties; he should plan and prepare for these parties with your assistance. Pages 613, 630.

Know the parents and home life of your children's friends.

Continue to take him and his friends on hikes.

Encourage him to take part in efforts which are being made to better your community. Page 642.

Permit him to have an over-night or week-end guest, and make him responsible for the comfort and entertainment of his guest.

Teach him that he must show **IMPARTIALITY** in his dealings with others unless he is willing to pay the high price of favoritism. Page 69.

Teach him the value of **SIMPLICITY**. Page 138.

If **TACTFULNESS** has not developed, then give him further training in **THOUGHTFULNESS** and

MORAL AND SPIRITUAL DEVELOPMENT

NORMAL PROGRESS
(What to Expect)

CONSCIENCE is keen.

IDEALS are high.

He has a strong desire to be of **SERVICE** to others.

He has more regard for the interests of others (**CONSIDERATENESS**).

His principles are generally well defined.

A personal code of conduct is forming and he is inclined to be intolerant of others who do not measure up to his standards.

PATRIOTISM is very strong.

He resents keenly any use of authority in an attempt to mold his religious belief.

WHAT TO DO

Appeal to his desire to be a good citizen. Page 31.

Develop **ALTRUISM** by giving him opportunities to be of **SERVICE** to those less fortunately situated than he; sometimes he should work in **CO-OPERATION** with older people. sometimes with boys and girls of his own age, and sometimes alone. Pages 14, 39, 136, 233.

Teach him that he must never be satisfied to do less than the best he can. Page 64.

Be patient when he misunderstands your attitude. Page 112.

Do and be what you want him to be.

Cease to demand **OBEDIENCE** and depend upon your advice and personal influence to guide him. Page 98.

Help him to keep his **IDEALISM** in spite of the attacks which will be made upon it. Page 64.

PHYSICAL DEVELOPMENT

WHAT TO DO (Continued)

with merely watching the games and "rooting." Page 96.

Encourage skating (both ice and roller), swimming, boating, skiing, boxing.

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Continue to check any tendency toward wrong posture, using formal gymnastics. Page 245.

Continue to alternate periods of vigorous activity with intervals of rest and reading. Page 606.

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MENTAL DEVELOPMENT

WHAT TO DO (Continued)

Let him know that you expect more **THOROUGHNESS** and more **PERSEVERANCE** in tasks. Pages 105, 144.

Encourage a habit of reading. Page 477.

By discussion, interest him in books of the non-fiction type. Page 478.

Select the plays and motion pictures which he sees as carefully as you do the volumes in your library. Page 608 §4.

Talk over current events; encourage him to gather interesting items for you. Page 643 §3.

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SOCIAL DEVELOPMENT

WHAT TO DO (Continued)

CONSIDERATENESS. Pages 36, 143, 145.

Toward the end of this period permit him to go away for longer intervals—college, special school, summer camp, or work. Page 23, 311, 312, 534.

Bring interesting adult guests into your home.

Talk seriously with your child about **LOVE** of man and woman for each other. Treat all love affairs seriously. Do not allow young people of opposite sexes much time alone together. Page 90.

Lead his thoughts toward the realization of the great brotherhood of man. Page 642.

MEMORANDA

MORAL AND SPIRITUAL DEVELOPMENT

MEMORANDA

CHARACTER TRAITS

All the traits named in the chart are here listed in alphabetical order. Their place and value are carefully explained and practical suggestions are given for their development. But the principal purpose of this division is to show, by means of abundant references to the nine volumes of THE HOME UNIVERSITY BOOKSHELF, how to use the methods of story-telling and inspiring biography to cause the children to love and seek these traits in their personal lives.

The black-faced figure is the volume and the light-faced the page number in THE HOME UNIVERSITY BOOKSHELF.

The material has been selected from two viewpoints:

1. That which teaches the trait by example.
2. That which when used will develop the trait.

CHARACTER TRAITS

ACCURACY

By William A. McKeever, A.M., LL.D.

Knowledge without accuracy is a diamond unpolished and without setting; it is therefore of the greatest importance the young should early acquire the habit of accuracy.—*D. G. Mitchell*

No matter what the age of your child, a mere little one of the pre-school age, or a high-school youth, you may teach accuracy in connection with his daily behavior. To be careful in the measurement and the estimate of the small things of life is to treat the larger affairs in the same way. Ordinarily, the inaccuracy of children grows out of careless habits of measuring, weighing, estimating, reporting, gossiping—a practice of making guesses, and loose statements that are worse than guesses.

"Dearie, set the table for dinner, will you?" is the courteous request you might suitably make of your six-year-old. "How many plates and knives and forks and spoons must you bring out? Count us all and be careful," you admonish.

"David, take down your block-house and see how many long blocks, how many short ones, and how many corner blocks there are in the entire house. We may soon want to make blocks for a much bigger house and we shall want to know exactly how many to cut." Thus you set your boy to a careful task, requiring accuracy within his own sphere of interest.

"Paul, I wonder how much it is costing to send you to school for a year, without counting your board and room." "Oh, maybe $50.00" is the careless reply of your freshman son. "Here are all the items, in my day-book," you continue. "Count it all up, and let us be sure," you request. From this affair Paul discovers the inaccuracy of his careless estimate, and he also obtains the possible basis and the method for being far more accurate in later estimates.

"All the girls are wearing that new kind of hat, Mamma, and I want one," pleads your fifteen-year-old sophomore daughter. Now, who are "All the girls"? Bring her to a reckoning and you may discover that she really means the four with whom she chums. There may be forty others who are not wearing the new—and perhaps extravagant and unnecessary—piece of adornment. By this careful analysis of the high-school girl hat situation you may also lead your daughter to become less selfish as well as more accurate in her statement of personal affairs.

The foregoing examples will serve the general purpose for the parent, in the matter of teaching accuracy. While the early lessons are being presented, concreteness must be the rule. It will avail little merely to urge and admonish your boy or girl, and to warn against loose statements and estimates. Simply hold to the ideal and apply it to the small incidents of daily life. Extravagant statements as to size, numbers, dimensions, length of time, quotations, and reports of situations in which your young are interested—it is these which you will need to criticize again and again with a mild challenge as to accuracy.

There is no merit in severe rebuke or criticism of your child's careless and extravagant statements or estimates. Gently, definitely, firmly remind him of the exact error, and start him happily on the method and the practice of correcting his own inaccuracy. By degrees he will improve in all such matters, and will tend toward accuracy of statement, report, and estimate—and you will all have been made better because of the lesson.

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ADAPTABILITY

By Edith Lochridge Reid

He alone is wise who can adapt himself to every condition of life.—*Bias*

A CHARACTERISTIC too often overlooked, or at least unemphasized in the training of children, is that of adaptability. How does your child respond to adverse conditions or new contacts? When you take him visiting does he make a roar because he can't sleep in his own bed or eat with his own spoon or ride in the front seat of the car as he does at home? If he responds unfavorably to new conditions, then his training in conforming to circumstances has bee neglected.

A child that cannot comply with the routine of the home in which he is a guest can upset plans and create friction until the pleasure of the visit is spoiled for mother and hostess; and to prepare him so that this unpleasantness may be avoided cannot be done in the two or three days that precede a visit.

To be sure, a child should have his own things and should be held to a system of conduct at home—else how can he form any habits of regularity; not for a moment can this theory be discounted. And it is very well to add that small children should be left at home as much as possible and not subjected to a change of living conditions—but every mother knows that there are exceptions to this rule. We cannot all have nurse girls and housekeepers, and we cannot always stay at home; so while we are training the children in good habits, let us not give them the idea that these habits are not adjustable.

Well, how shall we do it? The fundamental point in adjustability is unselfishness. In fact when you stop to think of it, doesn't unselfishness almost always solve the problem of friction in social and business life?

One little mother helped her children by having a guest day at home. On this day the whole family pretended they were dining some place else. Bobbie, instead of having his high chair, sat on two books and a cushion as he has to do at Aunt Ellen's when he visits there. And Esther had to eat with a big knife and fork and drink from a "grown-up glass"; and there wasn't any milk, so they drank water and were very polite about it.

You get the idea? The family are lifted out of the rut—boosted up as it were to peek over the high board fence to see what is in the neighbor's yard. And the change of scene is inspiring rather than annoying.

In social life the happiest individual and the most popular is the one commonly known as a good mixer, the qualifications for which are simply adaptability to circumstances and respect for the interests and ideas of others. So the sooner and the more thoroughly our children cultivate these traits, the easier will every-day living be for them and their associates; but only by the careful, patient guidance of the mother can these be attained.

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SPIRIT OF ADVENTURE

By William A. McKeever, A.M., LL.D.

It is only the adventurers that perform great actions.—*Montesquieu*

After your child is about two years old he will begin to manifest in a small degree the tendency to venture out purposely toward places and projects which attract his attention. Assume that nature is leading him on at every such step and try to make the way clear and safe for him. Adventure opens the path of experience and promotes new and fresh types of performance and practice.

The fact that your child's venturesome spirit might get him into difficult or troublesome places is not a sufficient excuse for your restraining him. To keep him back may but serve to make him inert, stupid, negative. Impulse, interest, desire is the true inner motive here, and adventure the true objective. Get behind the normal, expressive urge of your child, always, and see that helpful adaptations are made. Thus life becomes enriched through the give and take of guided experience.

But the true spirit of adventure comes to its own in full force only after the child has reached the early 'teen years. You may behold now the beginnings of the prodigal son and the renegade daughter in an urge well-nigh irresistible. The Biblical account of the Prodigal Son, lured out in a spirit of pure adventure, is one of the great dramatic stories of all literature. In the light of the interpretation of conduct in terms of natural human behavior, the boy who claimed his birth-

right and went out to see the world was a higher type than his complaining older brother, who stayed at home suppressed. He made blunders, suffered the consequences of his mistakes, and at length "came unto himself," a sorrowful, homesick beggar. But the experience was doubtless highly serviceable in shaping his entire future career.

The first positive expression of the venturesome spirit as calling for careful planning is marked by what we have named the scout age. From this time forth, and lasting through a period of two or three years, adventure is the dominant note of the young life, and it demands in justice the highest skill in teaching and training. Any boy or girl who is denied the right of going out hiking and camping with his young mates is so suppressed, and you may expect him later to manifest some kind of ugly disposition or behavior. "Every emotion deserves its expression," says the great psychologist, William James. Conversely, or by inference, if you halt or smother the youthful emotion of adventure, you twist and distort the unfolding personality, often beyond recovery.

To go out after things seen and desired at a distance; to cut loose from the environment of childhood and go into the larger world of imagined thrills and promises; to rush out to the woodland, the camp, the sporting field, the social whirl, the land of far away—that is suggestive of the call of God in the heart of young humanity, and this venturesome spirit deserves and demands the most patient and thoughtful indulgence of which the parents and guardians of our boys and girls are capable.

In the management of the spirit of adventure in your child get behind instead of rushing ahead. Let interest, desire, emotion lead, while you follow with love, patient guidance, and a healing sympathy.

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AFFECTION

(See also Love)

Affection is the broadest basis of good in life.—*George Eliot*

The feeling of affection of parent for child, of brother for sister, or sister for sister, or of brother and sister for each other, of more distant relatives for each other and of friend for friend, of husband and wife for each other are different phases of the same emotion, which is sometimes called affection, sometimes friendship, and sometimes love. Love is the strongest of these terms and has, therefore, been reserved by the editors of this Manual for the phase of the emotion which prompts two persons of opposite sex to come together and join themselves in marriage for the foundation of a family and a home.

Life without affection is a dreary waste. We must get it and we must give or we spiritually die. And if it is needful for the adult, how much more for the helpless infant, for the child of school age, half terrified by his first contact with the world, for the half-grown youth who, not understanding life, may in a moment of blindness fling away the best that he can give if he is not restrained by the invisible fetters of family affection.

Evidences of affection begin to show themselves in a child at the age of three months when he feels differences in the tones of his mother's or his nurse's voice. At five months or even earlier he shows a preference for his mother. At six months he shows joy when he hears his father's voice, or a liking for play with his brother or sister, and before he is twelve months old he recognizes other people with whose voices and faces he is familiar and begins to show affection for the family pets. In these months the foundation of family affection may be laid by the tones used and the words taught. Saying, "Baby must not hurt Mother," in gentle tones, while the little fingers are gently unfolded from the handful of hair they are tightly clasping, is better than a sharp tone that will make him cry or an angry slap. Say, "Here comes Dada," in joyful tones as you hold the baby toward his father, or "Dear little Sister" as you put his little arms around her neck. Tell him to "Rub pretty Pussy's head," or "Pat dear Laddie," and hold his little hand so that he may do it.

During the second year the baby's affection for

the people around him increases, and he likes to play with a doll or with the cat or dog. If he pulls the cat's tail and gets scratched, the only thing to do is to wash the wound, kiss it to make it well, and bind it up. Then pity "Poor Kitty!" for being hurt, and stroke her head to let the baby hear her purr. This is the beginning of the imitative age, and a hasty slap will certainly be handed on to brother or sister, to the doll, or the family pets. It need scarcely be said that no hint of disagreement between their parents should fall in the presence of the children, and arguments, if they must be, should be carried on beyond the reach of their sharp eyes and hearing.

By the beginning of the third year, the element of reason enters into the child's affection, and he needs more expression of affection from his parents, not less. If there is a new baby, be careful that no injudicious remarks give the older child the feeling that "Mother doesn't want Bobbie." The baby girl of two who bit her little brother's toes because "Nurse said Mother loved him best" suffered more than the adult mind can realize. Being permitted to do things for the new baby, putting him on the bed so that he may "hold Baby for a minute," sending him to tiptoe into the darkened room to "see if Baby is awake," letting him fetch and carry anything his hands can hold—all these things encourage affection. Let him put his doll to bed when the baby goes to sleep; teach him little verses that inculcate affection, and when he clamors for a story tell him one about brothers and sisters. Above all, remember that the affection between parents and their children is the binding material that holds together the real home. It is a law of nature that the child will respond to affection and the impartial devotion of the mother, and the strong tenderness of the father will draw the affection of the warm-hearted little beings for whom they have undertaken to care.

At the age of three, affectionate children want to help their mother, or follow their father admiringly and rush to get him what he wants. By all means let them do whatever they can—"Dust Father's chair," "Bring a footstool for Mother," and if they can find something that has been lost they are radiantly happy.

Pets should be permitted at this age, for a well-trained cat or dog, which is carefully kept from possible sources of infection, is invaluable in developing affectionate impulses. Children's picture books, the stories told them, and the amusements they are taught all play a part in this important part of their education.

With school life at six, outside friendships begin, and from this time on never-ending supervision of the children's associates is necessary, for the hero-worship natural to children may lead to imitation of undesirable behavior which is difficult to control. This is increasingly true during the "gang" or "club" period from nine years on to twelve or thereabout, when the children are inclined to follow blindly the leaders of their choice. Often the "gangs" get into mischief through not knowing what to do with the superabundant energy that is bubbling up, and much depends on the leader; so, if possible, get hold of him and influence him. If he is your own boy it is a splendid opportunity for teaching responsibility.

The value of confidence between parents and children is fully seen at this time. The father may be honored by an invitation from "the gang" because he knows more about games or their pet hobbies "than any of the fellows," and may unobtrusively guide their activities, or the girls' club or "crowd" may be entranced by being asked to a party by the mother, who gives them "a perfectly lovely time."

Children at this age begin to take an interest in their surroundings, so make the yard or grounds so attractive to them that they want to stay there, and make the boy's and girl's rooms and the family living room into places where they want to bring their friends.

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AGREEABLENESS

Two it takes to make a quarrel; one can always end it.—*Spanish Proverb*

BEGINNING about the time the little toddler reaches his third birthday, if he is fortunate, he has one or more playmates. New lessons must be learned. Previously he has been cared for by older people who have considered his feelings and wishes. Now he must adjust himself to contacts with his peers. The first lesson is Agreement, and because it must be practised every day, whether life be long or short, it is of great importance that it be learned early and thoroughly. If children are taught to be fair with one another they have a valuable equipment for popularity and success in the world at large.

In many homes, unfortunately, the one trial of family life for the mother constantly in contact with it is voiced in her wail, "If only the children wouldn't quarrel so!" Then sometimes she adds, "But I suppose it is natural and they'll get over it some day!"

Whether it is natural for children to quarrel so much really depends on the home training. If it is discountenanced at the very start a good beginning is made. Two little toddlers will often have quarrels over some plaything that one of them does not want to give up to the other. One holds on tightly, while the other pleads, scolds, pulls with his hands, or even uses little fists! Whoever loses then shrieks and yells. But even such tots can be taught fair play. "You have had it for awhile; now let brother (or sister) have a turn!" said firmly, whenever there is such a dispute, will soon be respected as a rule, if constantly adhered to.

In the family every one has rights which the others should respect. It is the same in the business and the social world. No one can have *all* his rights in the fullest possible measure *all* the time. Something must be given up for the good of all. This is the rule in society.

The family circle is a small society. Each child must yield a little to all of the others. This leads to agreement with satisfaction all around. For example, four or five children are to spend an afternoon together. One proposes to do a certain thing, another something else, each one something different. Naturally some one must yield if the group is to be satisfied. "Counting out" with a familiar rhyme will quickly settle the difficulty.

Agreement may be reached through the self-sacrifice of one person to the obstinate selfishness of another, a method which is to be avoided so far as possible. One mother tells her children, "Agree with your playmates in things which make little difference. But do not agree with them over things you know to be wrong, merely to avoid a fuss."

Sharing is another appeal that cannot be underestimated for unselfish happiness all through life. Once children see the advantages of it, they will make many amicable little arrangements themselves over personal belongings that avoid nerve-frazzling arguments and domestic storms. Sharing, indeed, is the most constructive remedy for children's quarrels. "If you let Johnny mark on your blackboard he will let you take turns riding his 'coaster,'" can be a very peaceable settlement to a situation that might annoy not only a mother, but even the neighbors.

When the children can share their food, their treats and amusements, they have very successfully taken the Golden Rule into their lives. If parents and relatives would also take particular pains always to be impartial, this would prevent quarrels, for all children seem ready to accept "in turn." With children justice is the essential of peaceful work and play.

Sometimes a child is spoken of as "disagreeable." If the children of a group agree to do one thing the disagreeable child wants to do something else. If one child has a good word to say for another the disagreeable one says the contrary. What is the remedy? The mother or the teacher who has observed this characteristic should reason with the child to try once, twice, or three times to agree pleasantly with the others. This begins the habit, although there will be many a slip before it will become firmly established.

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ALERTNESS

Alertness is a watchful promptness for action.—*J. C. Fernald*

To get the original idea in the word "alert" we must go back to the period when Italian cities were at war with one another, when the entire Italian nation was, so to speak, an armed camp. A military force on the march always found it necessary to guard against a surprise attack, by day or by night. To do this most effectively a soldier was stationed on any near-by high ground, a slope or a hill (*all' erta*) and said to be "on the alert," that is, on guard, watchful against an attack by the enemy. The French took up this term and used it to express a warning of an impending attack, an alarm (*alérte*).

Thus we see that the word "alertness" implies a state of mind similar to that of a sentry, whose duty it is to guard a camp against a sudden surprise. Alertness is the sentinel of the mind and also of the senses. The sight must be sharp, the hearing must be keen, the brain ready to receive the messages sent by eye and ear, and to act without delay in sounding the alarm. Senses, brain, muscles—they all take part in alertness.

In common speech we use the world "alert" to describe active, quick motions. We say of a man, "He is alert in his movements," "his whole attitude is that of alertness," "he is alert in speech," and so on.

In these days of many automobiles it is necessary that every one who crosses a street shall be alert in mind and body. And the same state of mind and body is essential for the one who drives a car. We read the signs: "Safety First!" and "Watch Your Step!" Both of these are warnings to be alert of eye, of ear, of muscle, of mind to

avoid danger. "Stop; look; listen" is another way of expressing this idea of alertness.

In the family life children learn this lesson in various ways. They are taught to be quick yet careful in dressing in the morning, to be "on the alert" against lateness to breakfast and then to school, to use their eyes, their ears, and their legs in crossing the streets, to be attentive (on the alert) to what is said to them by Father, Mother, or teacher—senses and mind alive and ready for what they are told to do.

Alertness is a matter of great importance in school work. It is the alert pupil who hears what the teacher says, who knows what lessons have been assigned, who follows the explanations of the teacher, who picks up various things which tend to make him a better student. It is alert observation which helps boys and girls to know about animals, birds, trees, plants, flowers, and the other beauties of nature.

It is the alert young man or young woman who has the best chance of securing a coveted position in competition with others. The quick, intelligent eye, the interested look, the steady poise of the body, erect carriage, good sitting posture, clothes worn with grace are marks of alertness which attract the business man. Like other traits alertness is a gradual development from the days of childhood. The mind is kept alert through being forced to meet ever-increasing difficulties.

Training in alertness can be carried on in the family circle and in the recreation activities of the children. The family hour should be given over to a recital of the day's events; and if the children do not seem to be progressing in alertness fast enough, Father and Mother can start a friendly rivalry to see who can observe the most interesting things during the day.

Running a "Blackboard Bulletin" is helpful in developing this trait. The most interesting event of the day is reduced to a few words and written on the blackboard. This may be done by one child for a week, and another for the next week, or writing it may be the reward for each day's contest in keen observation.

On the playground team-games are excellent training in alertness. One cannot be "asleep" then or his playmates will soon refuse him a part in the games. There are many times when it is desirable to keep a child's body quiet. These are excellent opportunities for developing alertness by playing guessing games.

Hikes, both in the city and in the country, give children and adults chances to practice alertness. When you have walked a short distance in the city, stop and see if you can name all the stores you have passed. On the country hikes it is interesting to note how many different kinds of birds, trees, or plants one can see. Endless are the variations which can be used for developing alertness while on hikes.

Map-making—not of a whole State or country, but of a locality—is interesting and can be varied so that it will be a continuous joy. The map may show all the trees of a certain kind, or all the bird-nests, or where the spring flowers may be found, or merely where new houses are being built.

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ALTRUISM

By William A. McKeever, A.M., LL.D.

An egoist is selfishness personified; an altruist, unselfishness.

Altruism means "other-ism," devoting the thought, the interest to another, rather than to one's self. The opposite is egoism, or all for self and no thought of others.

The first important lesson in altruism for your child to master comes when he discovers that there are other selves which have desires and appetites like unto his own; or when, for example, he finds himself and some other little one contending strongly for the same cherished object.

However, altruism means more than unselfishness, or the mere giving up to another. It means seeing the justice and right in the claims of another, for possessions, for attentions, for achievements and for development. Therefore, so guide your child that he will discover not only himself, but his growing self; not only other selves, but others as necessarily increasing in growth and expressiveness.

"Arthur," you say to your 8-year-old, "let us help Brother get his track in shape and his electric train running again." The 6-year-old has a project that is a bit difficult for him, and he needs assistance. You lead the older boy to understand what this purpose is, what can be done to assist it, and you actually set him to work as a helper in the matter. That is an example of practical altruism.

Again, your 18-year-old son, a high-school senior, is induced to assist his sophomore sister in the preparation of her lesson. He does this willingly after he has been made to see that she, like himself, is engaged in growing a personality of her own and in working out a set of purposes which are most significant to her. In other words, he sees her general purpose in life, her immediate needs, and a way to further her true and felt desires. It is this seeing that others have a life to live, a desire to get on, a longing for true expression, a vision of a possible larger self—it

is this view of the growing personality as such which inspires the young to deeds of altruism.

Does your boy, your girl, wish to see others obtain their desires? Does he see the increasing life of others as an inspiration for his own? Does he see himself in others and others in himself? Can he be shown how to assist another—perhaps one of his own grade—how to reach a fuller self-realization and a larger sphere of freedom to do and to be what his inner nature demands?

"There is nobody in the world who is quite like me, who is as deserving as myself, who is as needy as myself, who is suffering like myself, whom you should attend to as you do myself"—it is this false view of one's place in society which destroys the possibilities of altruism. Get the idea out of your child early. Assist him to see himself and others of his class as being practically on the same basis of rights and liberties, and as deserving about the same goods and the same expressions.

In short, the sense of being bound up with other selves, the sense of belonging to other selves, the desire to link one's efforts and his very destiny with others, the longing to be as good as the best and yet a friend of the worst—it is this enlarged definition of other lives which makes our own altruistic.

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AMBITION AND ASPIRATION

Ambition rightly directed leads to glory.—*Edward Lee*

IN THE days of old Rome a man who sought office was accustomed "to go around" (*ambire*) to as many citizens as possible and ask for their votes. *Ambitio* was first a canvassing for the favor of the voters. Next it came to mean the use of lavish promises to earn favor. And third, it took on a higher and more worthy aspect and came to mean a strong desire to win honor and success. As in the case with most old words it is a derived and not the first or primary meaning that has survived.

Ambition starts with the parents. The infant has no ambitions. He is simply a bundle of physical wants for which he craves satisfaction. But father, mother, other relatives, and, later, teachers provide him with ambitions.

A boy must win success in a trade or profession. Mother's ambition for the boy may differ from father's, but both are marked by great expectations. Father may not be so much exercised over the future of the girl baby, but as mother bends over her she has visions of later days when her daughter has grown into a beautiful, accomplished, and well-poised leader among women.

Parents should have ambition for their children, not *special* ambition. They may desire success for their boys and their girls, but they should not handicap the children by fixing the terms of that success.

Having ambition, parents must also shoulder the obligation to help the child to win!

Ambition to excel is awakened as the child grows in years. This first desire may be shown in matters of dress, memorizing recitations, sing-

ing in public, making friends, the games of childhood, the number, novelty and beauty of toys, dolls, and mechanical aids to play.

Fathers and mothers will miss something if they do not get in touch with the ambitions and aspirations of their children. Be glad when your boy says that he wants to be a policeman, a motorman, a chauffeur, even an ice-man. When your little daughter tells you that she is going to be a school teacher, a salesgirl in a candy shop, a prize-winning swimmer, a great tennis player, be glad that she has the impulse to excel. The moment when this confidence is given to you is the one when your great opportunity comes. Do not laugh at the idea of the policeman, the motorman, the chauffeur, the candy salesgirl, the swimming or tennis champion. Take it seriously. As simply as you can, impress upon the child that each one of these heroes or heroines has worked to become a success and continues to work hard to stay a success.

The policeman is a person of importance in the community. He controls fast automobiles, huge trucks, and crowds of people by a motion of his hand. He is an outstanding personage. It is not the policeman as *we* know him that the boy wants to be. It is the super-being, something different from other men, that the boy sees in the policeman. So it is with the other heroes and heroines that our boys and girls create.

Sometimes children express ambitions in certain lines which horrify us; for example, a boy who wanted to be a burglar. The fact is the little fellow wanted to be what *he* thought a burglar is, not what his mother had in mind. It was not a desire to be wicked that was in his mind, but to be something unusual, perhaps venturesome and brave. The cure is simple: Tell him that a burglar is one of the enemies of the community, and that he is never honored by right-thinking people, but is hunted as a dangerous beast and locked up when caught; then contrast with the burglar's status that of a national hero like Washington or Lincoln.

As our boy and girl grow in stature and mentality, we must guide their ambitions into bigger channels. The boy of ten is not a bit too young to learn that the traffic policeman who has been one of his heroes aspires to be the captain of his precinct, and that when he achieves this ambition, he will not rest content until he has become the chief of the police of his city. Like the youth in Longfellow's poem the ambitious person carries before him the slogan "Excelsior"—onward and upward to better things.

Hero worship is a part of the life story of every boy and every girl. Do not try to crush it. Use it to impress on children that the things the heroes did can be done in a smaller way by boys and girls of to-day in their daily tasks. School lessons are hard. The hero goes at them with confidence, he sticks to his work until he has mastered the lesson. The aspirant must pay the price paid by his heroes. One does not get something for nothing. Some one must pay the price. The boy, the girl, who wants to go to college must meet the demands of the high school as a preparation for college.

No one reaches the top of a ladder in one step from bottom to top round. Neither can he climb with safety if he keeps his eyes on the ground; he must look up.

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Queen Clotilda and King Clovis	9	89
Victoria of England	9	116
Patrick Henry	9	174
William Penn	9	183
George Washington	9	197
Benjamin Franklin	9	204
Paul Jones	9	219
Andrew Jackson	9	236
Abraham Lincoln	9	250
Robert E. Lee	9	256
A Man Like a Stone Wall	9	267
Theodore Roosevelt	9	274
John J. Pershing	9	284
Woodrow Wilson	9	287
Charles the Great, Called Charlemagne	9	289
Queen Elizabeth	9	293
Sir Walter Raleigh	9	296
Lord Nelson	9	305
Twelve National Heroes	9	309
The Adventures of Jacques Cartier	9	317
Mackenzie, the Great Explorer	9	332
Sir Isaac Brock	9	336
A Black-Robe Voyageur	9	338
Sir John A. Macdonald	9	344
Sir Wilfrid Laurier	9	350

APPLICATION

Application is the price to be paid for mental acquisition. To have the harvest, we must sow the seed.—*Bailey*

IN ANCIENT times many foreigners lived in Rome. To have standing before the law it was required of such a person that he become the client of a Roman citizen who would be his patron. This connection was called an "application," an act which brought the two persons into close contact. The word comes from the Latin verb *applico* (*ad, a,* meaning "to" and *plico* to "lay" or "wind together"), which means to "join," "attach," to "come in close contact." There is a use of this idea in the familiar word *appliqué,* in which a design or ornament is attached to dress material.

We retain some of this early meaning in our use of the word "application" to denote a request for a position, or for some service to be rendered by another party. Our common use of the term refers to an ability to attach the mind to a task at hand, the will to keep it there, and the exertion of one's powers toward the completion of the task—that is, one takes charge of himself completely.

A teacher sometimes says of a pupil: "Robert has it in him to be one of the best pupils in the school if he will 'apply' himself." The teacher means he must give attention to his tasks in school. This attention must not be by fits and starts—such as the hare made in the old story of the race with the tortoise—but be steady and continuous in spite of whatever may tend to distract it. Not only must the attention be "put on" (applied) to the work, but it must be accompanied by one's best effort. All this is implied in the word "application." The English saying: "It's dogged does it," expresses the idea of application, bringing to mind the whole-souled scratching of a terrier in digging out a mouse, undistracted by anything going on around him.

To establish a habit of application we must begin when the child is young—about the time he goes to school. It is not sufficient to say, "John, you pile up that cord of wood, and, Mary, you clear the dinner table and wash and wipe the

dishes," and every time either of them stops work or slackens speed, call out, "Back on your job." We must, instead, be certain that the task assigned will not take too long a time to do, that it will not overtire one, and that interest is held to the very end. If these three rules are rigidly adhered to until the child is uncomfortable if obliged to leave a job partly done, we may then increase the task, and, best of all, we may feel assured that the hardest part of our duty in teaching application is over.

This habit of applying one's self to a task while still a child has the larger result that in later years one is prepared to meet special demands which require more than ordinary application, such as the preparation for a college or professional examination and the examination itself—always a strain on a student—or any one of numerous business emergencies.

If one reads the stories as illustrated in the careers of great men he will find that most—perhaps all—of these mention application as one of the secrets. Genius may have other qualities, but steady, determined application is one of the factors in making that genius show itself.

One more thought comes to mind. Personal example and interest on the part of the parent is necessary. To help a child to acquire this trait of applying himself, Father and Mother must also be "on the job."

Do the Best You Can	1	163	The Troubadors	8	379
Try Again	1	172	An Inventor's Boyhood	9	10
A Field-Mouse Tale	1	333	The Boy Who Was Helped	9	13
How to Get Breakfast	2	176	The Boyhood of a Discoverer	9	15
Wise Sayings	2	202	The Boyhood of a Patriot	9	22
Little Mischief	2	265	The Boyhood of a Statesman	9	26
The Hare and the Tortoise	3	367	The Boyhood of a President	9	30
The Fox and the Cat	3	383	The Child of Urbino	9	38
The Melon-Eaters	4	48	The Boyhood of a Sculptor	9	50
The Blue Boy	4	54	The Boyhood of an English Painter	9	54
A Young Breadwinner	4	70	The Boyhood of a French Painter	9	59
St. Barbara	4	88	The Boyhood of a Musician	9	63
Gutenberg, the Inventor of Printing	4	325	The Girlhood of a Singer	9	65
The Inspiration of Lincoln's Life	4	347	The Young Days of John Milton	9	81
Daniel Webster	4	348	The Boyhood of Napoleon	9	84
Jan of the Windmill	5	276	Some Girls Who Won Ruffs	9	93
The Fairies of the Caldon Low	5	303	The "Little Queen" Isabel of France	9	109
One by One	5	345	The Story of Nathan Hale	9	129
A Psalm of Life	5	345	Patrick Henry	9	174
Work	5	349	Benjamin Franklin	9	204
Coin and Stamp Collections	6	351	Lafayette, Friend of America	9	215
Running Rabbit, Little Indian	8	88	Andrew Jackson	9	236
How De Soto Came to the Father of Waters	8	183	Abraham Lincoln	9	250
The Englishman Who Sailed for the Dutch	8	195	Robert E. Lee	9	256
Peary, Discoverer of the North Pole	8	210	A Man Like a Stone Wall	9	267
Amundsen, Discoverer of the South Pole	8	213	Theodore Roosevelt	9	274
The Boyhood of a Great Saint	8	368	John J. Pershing	9	284
The Story of Bede	8	369	Woodrow Wilson	9	287
The Story of Alfred	8	370	Sir Isaac Brock	9	336
			Sir John A. Macdonald	9	344
			Joseph Howe of Nova Scotia	9	347

APPRECIATIVENESS

A thankful heart is not only the greatest virtue, but the parent of all other virtues.—*Cicero*

A CHILD is not an appreciative little animal by nature, and we must by untiring guidance and care form this virtue in him if we would have him be a useful and happy member of society.

Training in this trait begins before the little one can speak. When he wants something, such as a toy which has slipped from his hand, whoever is with him should say "please" before making a move to get it for him and say "thank you" when the article has been handed to him. Thus he learns to associate these words with asking and receiving. If this plan is followed consistently, he will begin to use the words among the first which he says. The habit of expressing appreciation is established and later he will learn the meaning of the words.

"Mother, where does milk come from?" asks three-year-old Danny, stopping in the midst of his cooling drink on a warm August day. "Why, Mrs. Moore's black and white cow gave you the milk, dear. You remember we watched her going down the road last night. Tom brought the milk over and put it on our porch. What do you say to him for bringing your milk?"

"Thank you," said Danny, triumphantly.

"And what shall we say to the cow?"

"Thank you." He waved happily in the direction of the Moores' barn and lane where he had spent many blissful evenings watching Tom drive in the cows.

Little by little our children can be led in this simple way to see the chain of workers behind the food they eat, the clothes they wear, and in fact any and all of their material blessings.

It is only one step more to the loving Father who gives the rain and sun, who causes all growth, to whom our gratitude must go out for His care.

But expressing appreciation in words is not enough. We must show our gratitude in deeds, remembering that the money-cost of a gift is not its true value as a token of appreciation. "The gift without the giver is bare," says the poet.

"Tom has brought our milk every day, let us save this big red apple to give him to show him how thankful we are."

"It was good of Grandmother to send us these beautiful gifts for our Christmas. Let us write her a letter right away and say so."

"Let us do something for Father to show him how much we appreciate all his hard work to earn the money which pays for our pretty home, our clothes, and what we have to eat. What do you suggest that we do?" Therefore let us:

1. Cultivate in ourselves the habit of expressing thoughtful appreciation, speaking always with truthfulness, moderation, and kindness.

2. Watch the children's faces to note when they seem to feel appreciation, and help them to the right word and means by which to express their feelings.

3. Not postpone our word or deed of appreciation, nor permit the children to delay theirs.

Cradle Hymn	1	62	A Christmas Cure	1	271
The Go-Sleep Story	1	66	The Wee Robin's Christmas Song	1	322
The Child and the World	1	72	The New Year's Gifts	1	329
Evening Song	1	72	Willie and His Dog Diver	1	332
My Possessions	1	75	Muffles	1	349
The Wake-Up Story	1	75	The King of Tiny Frogs on His Travels	1	368
For a Little Girl of Three	1	83	The Tongue-Cut Sparrow	1	370
Maggie's Very Own Secret	1	86	A Turtle and an Ungrateful Rat	1	387
Cock-alu and Hen-alie	1	115	The Stranger's Offer	2	106
Dot's Birthday Cake	1	141	Cherry Ripe	2	108
Pretty Cow	1	160	Granny	2	111
The Table and the Chair	1	164	The Good Bear and the Lost Boy	2	124
Thumbelina	1	201	Dust Under the Rug	2	146
The Shoemaker and the Little Elves	1	207	Little Gulliver	2	153
The Goodest Mother	1	253	The Birthday Present	2	159
Santa's Surprise Party	1	268	The Barnyard	2	188

Playgrounds	2	188	Giovanna Tornabuoni and the Three Graces	4	128
The Cow	2	199	The Song of the Lark	4	134
Wise Sayings	2	202	The Hymn of the Earth to the Sun	4	148
Camp Hamperford	2	252	Hush, My Babe	4	186
Little Mischief	2	265	Evening Song	4	187
Poveretta	2	276	The Cow	4	242
The Mad Cow	2	282	Sir Walter Raleigh	4	335
The Magic Axe and the White Cat	2	318	Ali Baba and the Forty Thieves	5	14
A Snow-Bound Santa Claus	2	356	Trotty Veck	5	32
Sir Cleges and His Gift	2	375	Prince Gareth	5	34
Johnny and the Golden Goose	3	3	Robinson Crusoe	5	91
The Golden Bird	3	10	Oliver Twist	5	169
Puss in Boots	3	14	The Porcelain Stove	5	245
Snow-White and Rose-Red	3	25	King Arthur and His Knights	5	285
One Eye, Two Eyes, Three Eyes	3	33	The Fairies of the Caldon Low	5	303
The Beautiful Princess Goldenlocks	3	44	The First Thanksgiving Day	5	324
Beauty and the Beast	3	58	The Death of the Old Year	5	325
The Brownies' Good Work	3	79	One by One	5	345
The Brownies' Friendly Turn	3	84	The Lost Sheep	5	347
Mabel on Midsummer Day	3	92	In Schooldays	5	353
The Elf of the Woodlands	3	97	The Cow	5	375
The Little Old Woman Who Lived in a Vinegar Bottle	3	127	A Ballad of East and West	5	393
The Brownies	3	149	The Little Red Princess of the Forest	8	186
The Yellow Jar	3	158	Perseus	8	221
The Battle of the Birds	3	247	The Argonauts	8	241
Wild Robin	3	253	Beowulf	8	273
My Lord Bag of Rice	3	266	Cyrus of Persia	8	349
The Tiger, the Brahman, and the Jackal	3	271	The Boyhood of a Story-Teller	9	1
St. Francis and the Birds	3	336	A Nurse's Girlhood	9	6
The Nightingale	3	351	An Inventor's Boyhood	9	10
The Dove and the Ant	3	371	The Boy Who Was Helped	9	13
The Lion and the Mouse	3	382	The Boyhood of a President	9	30
Saved	4	24	The Child of Urbino	9	38
The Maids of Honor	4	26	Patrick Henry	9	174
Madonna and Child With the Donors	4	80	Lafayette, Friend of America	9	215
The Blessing	4	84	Paul Jones, Naval Hero	9	219
St. Barbara	4	88	The Adventures of Lewis and Clark	9	240
The Castle of the Maidens	4	104	Dewey, the Hero of Manila	9	270
St. Elizabeth	4	105	Sir Walter Raleigh	9	296
The Blessing	4	122	A Black-Robe Voyageur	9	338
William II of Orange and Mary Stuart	4	127	The Story of Laura Secord	9	341

Nothing is more a stranger to my breast, or a sin that my soul abhors, than that black and detestable one of ingratitude.

—George Washington

ATTENTIVENESS

By William A. McKeever, A.M., LL.D.

Attention is the stuff that memory is made of.—*Lowell*

Attentiveness is a virtue which is often overlooked in the necessary instruction of children, and it requires rather special methods and care in order to make it an effective discipline. By this quality we mean the act of giving the mind faithfully to an understanding or appointment. If the lesson is not learned in early years, it is not likely to be learned at all. The "hobo" is the very zero of weakness in this virtue.

Suppose your child is engaged in the act of building a block house. Go through the process with him and see that he attends to every necessary step in the performance. First, show him the stroke, the pattern, the idea, and then allow him time to proceed unhindered. So long as he tries and makes progress with his project he is perhaps attending sufficiently and should be permitted to improve through his own practice. Doing all for your child at this time is likely to teach him non-attentiveness. So give him opportunity to think and to correct his own errors.

Suppose your child is setting the table for a meal. "Are you doing it right, Mary?" you ask. "Are you putting the knives and forks and spoons in their proper order? Tell me all that you are to bring out in order to make things just right." Thus you follow your child in and through the performance of his assigned duties to make assurance that he is putting his thought into the act. By question and suggestion, while he is doing the work, you train him to think out each successive step in advance of the deed. He so learns to coordinate mind and hand and to perform every act with comparative ease. The opposite of attentiveness is absent-mindedness, and you will observe that to be merely an acquired bad habit.

Suppose your child is dressing himself and preparing his toilet at morning. You will do well to recite briefly and in their proper order the several acts to be performed. You might at times find it well to have him recite the list back to you. Indeed, this mental preparation for attentiveness may be made a valuable bed-time exercise. For example: "Let's see, Tommy, when you awake in the morning, the first thing you will do is smile. Then, you will do so-and-so, and so-and-so," reciting in advance the simple acts of his toilet preparation. "And you will watch your hands and your feet while they do the work for you. Isn't that right, Tommy?"

Attentiveness grows with practice, but, of course, interest is a strong factor. It is always well to drill the child first in thinking as clearly as possible in advance the work to be undertaken. If that be done carefully, you will find the little learner more than ready to do his part. Non-attentiveness is usually the unconscious error of the parent or teacher who is himself non-attentive to the reasonable duty of seeing the child through every step of a new performance. So long as things move; so long as the child's efforts seem to be getting results; so long as the learner is allowed sufficient time and opportunity to work out a project which seems his own—to that degree he will naturally be attentive to the work at hand. On the contrary, if you hurry your child, if you do too much for him, he will lose interest and his mind will naturally wander away to something more enticing—something which is really his own.

Monday	1	4
Finger Play	1	5
The Bird's Nest	1	10
The Pigeon House	1	11
My Little Garden	1	15
The Kitten and the Falling Leaves	1	70
The Hole in the Canna Bed	1	148
Tell Us a Tale	1	185
A Little Catechism	1	244
A Field Mouse Tale	1	333
Some Things to Guess	2	39
Some Things to Find	2	40
Guess Who I Am	2	43
Birds	2	44
Bringing in the Wood	2	102
Miss Careless	2	274
Mabel on Midsummer Day	3	92
A Philoscpher's Stone Which Was Lost	3	121
Robin Redbreast	3	275
The Country Maid and Her Milk Pail	3	382
The Advantage of Knowledge	3	392
Roman Girl at the Fountain	4	2
The Horse Fair	4	3
The Melon-Eaters	4	48
Reuben's Two Sons	4	50
The Blue Boy	4	54

Alice	4	66	Meadow Lily	6	27
A Young Breadwinner	4	70	Wild Rose	6	28
The Blessing	4	84	Poppy	6	29
The Blessing	4	122	The Sweet-Scented White Water Lily	6	30
Twinkle, Twinkle, Little Star	4	219	Easy Things to Draw	6	31
The Child and the Star	4	220	Ye Watchman of Olden Times	6	32
Which Way Does the Wind Blow?	4	221	Pictures and Painting	6	33
Baby Bye, Here's a Fly	4	224	Modeling	6	37
Pat-a-Cake	4	228	Color—Design—Drawing	6	39
Mother, Take Me to the Zoo	4	230	Modeling Small Sculptures	6	76
Looby Loo	4	267	Week-days in Dolly's House	6	81
Merrily Form a Ring	4	268	Envelope Creatures	6	83
Going to London	4	269	Making Things Out of Paper	6	84
Planting Corn	4	270	Things to Make Out of Newspaper	6	88
On the Bridge at Avignon	4	271	Paper-Tearing	6	89
London Bridge	4	272	Making Doll Furniture	6	90
The Farmer	4	272	Lanterns	6	93
Lucy Locket	4	274	More Paper-Folding	6	94
Miss Jennia Jones	4	275	A Dainty Little Basket	6	95
The Farmer in the Dell	4	278	Bead-Stringing	6	97
Here We Go Round the Mulberry Bush	4	279	Hammer and Nails	6	98
Uncle John Is Very Sick	4	280	Weaving	6	100
We'll All Go A-Singing	4	283	Dolls in Costumes of Many Countries	6	103
Oats, Peas, Beans, and Barley Grow	4	284	Scrapbooks	6	109
Marching Game	4	285	Games With the Button Bag	6	110
I'm Very, Very Tall	4	287	Toys of Cork and Matches	6	114
My Dolly	4	288	Paper Necklaces	6	115
Children's Polka	4	290	Quoits	6	116
English Harvesters' Dance	4	292	Potato Toys	6	117
Shoemakers' Dance	4	294	Some Vegetable Folks	6	119
Swedish Clap Dance	4	295	Cork and Glue Dolls	6	120
German Clap Dance	4	296	The Bandbox House	6	120
Ace of Diamonds	4	297	Ring-a-Peg	6	121
I See You	4	298	Building With Kindling Wood	6	122
The Carrousel	4	300	Paper Chase	6	122
Windmill Dance	4	302	Butterflies That Fly	6	123
Highland Schottische	4	304	Burdock Burr Toys	6	124
A "Stenographer" in Africa	4	355	Paper Chains	6	124
Milton Dictating "Paradise Lost"	4	366	Trumpet Vine Dolls	6	125
The Story of the Barber's Fifth Brother	5	26	Toys Made of Candy Boxes and Clothes-pins	6	127
The Magic Oblong	6	3	Pinwheel Bazaar	6	128
The Enchanted Oblong	6	4	How to Build a Toy Power-Boat	6	129
The Aristocrat of the Pigeon World	6	5	Transformation Scrap Books	6	130
Apples We All Know	6	6	Compass	6	130
Piggy Wiggy	6	7	Creating a Picture	6	132
Swan Swam	6	8	Spool Knitting	6	133
The Enchanted Oval	6	9	Peanut Hunt	6	134
A Backyard Argument	6	10	Flower Chains	6	138
Tommy Turkey	6	11	Making Furniture Out of Match Boxes	6	140
Greenie	6	13	Paper Lanterns	6	142
A Deer Head	6	14	Florentine Braid	6	145
Tommy Turtle	6	15	Stencils	6	146
The Common Garden-Snail	6	16	Folding Paper Cups	6	152
A Chu-choo-o-o Train	6	17	Making Doll Dresses	6	154
The Trick of Making a Pear into a Gosling	6	18	A Jolly Contest	6	155
Jim and Jenny Crow	6	19	The Wonderful Uses of Colored Paper	6	156
Little Oblong Birdies	6	20	An Alphabet to Be Cut from Paper	6	160
A Barnyard Argument	6	21	Shadow Pictures	6	163
A Little Fairy	6	22	What's Wrong With This Picture?	6	173
Little Polly Prim	6	23	Handwork for the Holidays	6	201
Little Almond Eyes	6	24	Book Mark	6	210
Ol' Fashion Posies	6	25	Oil-Cloth Mats	6	211
Blood Root	6	26	Mother's Cooking School	6	213

The Little Mother's Work-Basket	6	231	How Many Birds Do You Know?	7	13
Embroidery Stitches	6	268	Phil and the Little Professor	7	59
Raffia Work for Young People	6	270	The Princess and the Fairy	7	89
Tatting	6	274	The Story of the Plants	7	115
Basketry	6	277	Stories of the Seasons	7	147
The Proper Handling of Tools	6	287	Learning to Look About You	7	169
How to Read a Working Drawing	6	295	Little Nature Lessons	7	187
Animal Toys	6	299	Wonders of Nature	7	199
Water-Wheels	6	312	Collecting Nature Materials	7	227
Peg Tops and Noise Makers	6	317	Nature Study	7	232
Carts and Wagons	6	320	An Inventor's Boyhood	9	10
Kites	6	323	The Boyhood of a Statesman	9	26
Some More Toys	6	325	The Boyhood of a President	9	30
Water-Pumps	6	333	The Child of Urbino	9	38
Steam-Engines	6	334	The Boyhood of a Sculptor	9	50
A Derrick	6	340	The Boyhood of an English Painter	9	54
Book-Holders	6	342	The Boyhood of a French Painter	9	59
Pushmobile	6	343	The Girlhood of a Singer	9	65
Airplane Model	6	345	The Young Days of John Milton	9	81
Coin and Stamp Collections	6	351	The Boyhood of Napoleon	9	84
What Stamp Collecting Teaches Us	6	355	Some Girls Who Wore Ruffs	9	93
Success With a Camera	6	361	Victoria of England	9	116
Mechanical Movements Made Clear	6	371	Abraham Lincoln	9	250
Fascinating Experiments in Chemistry	6	381	A Man Like a Stone Wall	9	267
Simple Applied Electricity	6	393	Theodore Roosevelt	9	274
A Visit to a Picture Zoo	7	1	John J. Pershing	9	284

BUSINESSLIKENESS

By Jennie Ellis Burdick

The first principles of business success are taught in the home.

Businesslikeness is applying the principles of good business to our daily work. As the centuries have rolled by, man's method of living has changed. Early man led a solitary life; he was as free as a bird to do what he pleased. Gradually as the human race increased in numbers, man became a social creature—that is, the existence of one individual is now interdependent upon others. Experience has taught man that if he wishes to succeed under this condition he must put into practice honesty, truthfulness, trustworthiness, thoroughness, alertness, accuracy, efficiency, thrift, and orderliness. These are the principles of good business.

Whether or not the probabilities are that your girl or boy will enter the commercial world when he is through school, he needs training long before graduation day in the habits of the business world.

If he must work for his living, we must remember that his employer will not have time nor patience to train him in the fundamentals of business. If he will have sufficient income so that he need not toil, still he should be trained to be businesslike so that he may intelligently administer the estate you leave him. If he is to be his own employer—physician, lawyer, farmer, artist, or some other occupation—it is even more important that he be schooled in businesslikeness.

There is a very old saying which we have all heard: Man works from sun to sun, but a woman's work is never done. We have all seen homes where this was true; the man of the house went to his place of business in the morning and returned at night with his day's task done; although the woman of the house had been busy all the day, the evening found her tired, with little accomplished, and much still to do. Why this difference? Did the woman have the bigger task? No. She had handled her job in an unbusinesslike way.

It was a good thing for woman when the commercial world opened its doors to her. Rare indeed is the case where a woman with office experience has failed to run her home on businesslike methods. She has learned and proved that woman's work can be done between sun and sun. Some one has said that the most important piece of furniture in a home is Mother's desk, where she sits and plans her work.

Example is of course the most able teacher. So first let us ourselves be businesslike in running our job of home-making; and then let us guide the children to be businesslike in their jobs of growing up. Teach them to plan each day's tasks and pleasures, and to stick to schedule. A time for everything, and everything on time, as well as a place for everything, and everything in place, are essential to a successful life.

Do the Best You Can	1	163	Mother's Cooking School	6	213
The Lost Lamb	2	90	Coin and Stamp Collections	6	351
How to Get Breakfast	2	176	An Inventor's Boyhood	9	10
Wise Sayings	2	202	The Boyhood of a Statesman	9	26
The Hen That Hatched Ducks	2	222	Bits of Wisdom	9	29
Robin Redbreast	3	275	The Boyhood of a President	9	30
Sindbad the Sailor	5	21	Benjamin Franklin	9	204
Pinwheel Bazaar	6	128	Abraham Lincoln	9	250
Paper Money	6	132			

CAUTION AND PRUDENCE*

By Mary Noel Arrowsmith

Be courageous, but not rash.—*William Penn*

There have always been accidents and there probably always will be. Human beings will never be so wise, cautious, far-sighted, and alert as to avoid all accidents as long as they are human, and there will always be a certain small number of accidents that may justly be called "unavoidable." But if we are honest with ourselves, we shall admit that unavoidable accidents are very few compared to the vast number which can be traced to somebody's carelessness, recklessness, or ignorance.

This is preliminary to saying that if we are going to safeguard our children, we must first look to ourselves and make sure that our own habits bear inspection. For safety is largely a matter of habit, and perhaps in no other field is imitation stronger. If you start the fire with kerosene, you may be sure your little daughter is going to do the same thing when she gets a chance. If you are careless about matches, how can you expect your children to be careful? If you do not watch the traffic signals and cross the street at the proper time and place, neither will the children. If you leave things around where people may stumble over them, so will they. The converse is also true, provided you take the trouble to explain why one way of doing things is dangerous and another way is safe.

REMOVE ALL POSSIBLE PERILS

It is obvious that the first step in safeguarding the child is to see that his environment contains as few hazards as possible. Many devoted and conscientious parents will be surprised and perhaps a little humiliated to find, when they really go into the matter, the kinds of danger to which they have unconsciously exposed their children. This is not the place to go into the details of making the home safe, but one or two instances will make this point clear. A recent newspaper told the following story: One hot day, a mother let both her children, who were very small, put

*From "Safety Education and the Pre-School Child"; used by permission of the National Safety Council.

on their bathing-suits and sail their boats in the bath-tub. She filled the tub quite full so that they could reach the boats easily without leaning over too far. She herself sat on the porch within call. After a time she noticed that the children were not talking to each other any more and went in to see if anything had happened. Both the children had fallen into the tub and were drowned. The story speaks for itself. Here was something that seemed perfectly safe and delightful for the children to do. It needed real thought and analysis to see that water which was shallow for an adult was deep enough to drown a child, especially in a slippery bath-tub where a child might easily loose his footing. This is not an unusual type of accident. Many children lose their lives each year as a direct result of their parents' carelessness—a fact not to be glossed over. Every year more than 3,000 children under five years old die from burns alone. (This does not include deaths from conflagration of buildings.) Matches left within the reach of tiny fingers, pails of hot water standing on the floor, kettles and saucepans of scalding water or other liquids near the edge of the stove or table, bonfires, overturned kerosene stoves or lamps—these are some of the things that go toward the making of the tragic list, and each one of us could add instances which we happen to know about.

Safety cannot be attained by haphazard methods. It requires, not worry and confused anxiety on the part of parents, but clear thinking, a study of the situation and remedying of any defects found. When children are too young to understand why they "mustn't touch" or why they mustn't do this or that, extra vigilance is needed to make sure that there is nothing in their environment to hurt them. Here are a few things that careful parents will consider. Are all poisonous substances, medicines, disinfectants, etc., locked up and the key kept in a safe place? Where are washing-powders kept? Many children have become blind by pulling down an open box of washing-powder on their heads. Are there any loaded firearms about? Are the cocks on the gas stove tight enough to resist the touch of little hands? Is every one who uses the electric iron, toaster, etc., careful to see that it is disconnected after use? Are there any insecure railings in or around the house? Are the bars on baby's bed or "yard" spaced so that he cannot possibly get his head through? If there is any doubt, a lining of strips of heavy muslin can be easily made and tied on securely. Is there an open well, cistern, or tank on the premises? A piece of strong wire nailed to a frame makes a cover that will protect the child even if it does mean a little more trouble in drawing water. Is Mother's work-basket, with its fascinating array of needles, thimbles, scissors, buttons, etc., safely out of reach? Well-placed shelves and hooks, cupboards with keys, drawers tightly closed on sharp knives and scissors, order, good arrangement of furniture and eternal vigilance will minimize home hazards and insure safety and peace of mind.

EXPLAIN DANGERS TO HIM

When the child is a baby, keeping him safe means keeping him away from dangerous things and dangerous places, but as soon as he can understand simple explanations of the reasons for things, these explanations should be given him. His conscious training in safety should begin. Otherwise he will not learn to rely on himself and to meet danger, and he will be defenseless when he is away from the protection of his own home. There are of course things that a very young child cannot understand. It is too much to expect him to see at first why he must not play with the cocks on the gas stove, but he can be taught not to touch them if he has but been trained to obedience. Later, he will understand the reason. Intelligent understanding, unlimited patience, and a right attitude of mind are essential if parents are to give their children a start on the path of safety education. Children should not be made afraid of danger—caution and timidity are by no means the same thing. They should be trained to recognize and to meet it, to be alert, keen, and observant and to use their common sense. To be afraid of getting hurt is not the best of motives to instill into a child's mind. The inevitable bumps and bruises, cuts and scratches of childhood bring their own lessons. The desire to safeguard others and to save the people who love him from anxiety is a far more potent motive than the shrinking from personal injury. If there are still younger brothers or sisters, the task of training the child in safety habits is made easier because he will want to be trusted to take care of them and not lead them into dangerous practices.

APPEAL TO CONSIDERATENESS

The child's affection and thoughtfulness for others may be appealed to in nearly every instance. For example, a fall is a common occurrence in any home where there are children. Tripping over playthings, boxes, and bundles left in unsuitable places, furniture moved out of place and not put back, running up and down stairs, leaning out the window or over the

banisters—these are all familiar and frequent happenings. Many serious falls may be avoided, and incidentally children trained to a sense of order, by showing them how easily they may hurt some other member of the family if they leave their things around or move furniture out of its accustomed place without putting it back again. Heedless running and leaning over high places may often be stopped by explaining the bad example it sets for the younger children, or the anxiety it causes the child's parents. Sometimes the extra trouble and expense caused by an accident may be explained, provided it is done in such a way as not to hurt the feelings of a sensitive child who believes that his father and mother are willing to make any sacrifice for him; and sometimes the fact that an injury will keep a child from his play perhaps for a long time will act as a deterrent. Most children are willing to accept reasonable explanations if tactfully given, and to act accordingly.

THE SPECIAL AUTOMOBILE PERIL

At the present time the greatest single cause of accidents is the automobile. This is a hazard which is by no means confined to the city—a large number of traffic accidents occur on country roads where cars are going at high speed and pedestrians are less apt to be careful. Country children should be taught to keep well to the right of the road and watch out for swiftly moving cars. Children who live in the city or who go there often should be taught the traffic signals and rules just as soon as they are old enough to understand them. When you go out with the younger children, let them stand for a moment or two on the corner and watch the policemen direct traffic and pedestrians. Show them that the automobiles and other vehicles keep to the right side of the road so that in crossing the street people must look first to the left and then to the right to see what is coming. Ask them what they have noticed when they get home. The next time they have other children to play with them, let them play a traffic game. One child may be the policeman, others the automobiles and trucks and others the pedestrians. The automobiles run down the room to the edge of the rug, which is the curb, where they must stop and put on their brakes at the policeman's signal. The pedestrians must put on their brakes, too, at the curb, until it is safe for them to cross. Explain to the children that it is easier for them to stop quickly than for an automobile, which must travel at least its own length before stopping. One of the most dangerous habits of children is that of darting into the street after a ball or in chasing each other, or simply when they want to cross to the other side. Show them how hard it is for a driver to avoid them when they do this. Every country child and most city children have at one time or another seen schools of little fish darting about with incredible swiftness, first in one direction and then in another. Even a goldfish in a bowl illustrates this. To the automobile driver chidren are just like little fish. They dart here and there and he cannot tell where to steer to avoid them, and in trying to avoid them he may drive into another car, a telegraph-pole, or a lamp-post. Automobiles have to run on the roadway—they cannot use the sidewalk—and it is not fair for children who belong on the sidewalk to play where they may cause accidents to themselves or others.

Another way to teach children about traffic is to let them build a model of a street-crossing with their blocks, putting in the street-car lines, semaphores, and all the things they notice when they are out walking. Toy automobiles and carts may form a lively traffic scene, and dolls or paper figures will impersonate the policeman and people on the streets. A model like this may be used to illustrate many street hazards, among them the dangerous right and left hand turns, and the danger of starting across the street in front of a parked car or slowly moving vehicle which may hide a rapidly approaching vehicle.

PREPARE FOR SAFETY

The chief thing in training children in safety habits is to find out first the dangers they are most likely to meet and then to teach the children how to meet them, rather than to frighten them or bore them with prohibitions. The question of suitable play-space is often a most difficult one to solve; and yet we cannot tell the children to keep off the streets without telling them where they may go instead. Parent-Teacher Associations may do much to bring about the creation of adequate playgrounds and parks and may get the city to rope off play streets for part of the day in sections of the city where there is no other available play-space.

The same principle of substitution holds good in trying to prevent almost any kind of accident. There are certain things that must not be done under any circumstances—we cannot get away from prohibition entirely—but in most cases there is a right way and a wrong way to do things, a safe way and a dangerous way. We must try to awaken a sense of pride in the child in being alert and skillful and able to take care

of himself, and his younger brothers and sisters. Keen senses, muscles well under control, wide-awake, inquiring minds, and thoughtfulness for others are the best of safety devices for anyone, whether child or adult.

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CHEERFULNESS

By William A. McKeever, A.M., LL.D.

Cheerfulness is an excellent habit to cultivate, but it needs a foundation of home training and mental hygiene to accomplish it.—*Anonymous*

You can instill habits of cheerfulness into the character of your child if you will but remember that this virtue is caught rather than taught. Indeed, you scarcely need ever to make mention of the term or the idea for which it stands.

First, practice cheerfulness on your part.

> The inner side of every cloud,
> Is ever bright and shining;
> I therefore turn my clouds about,
> And always wear them inside out,
> To show the silver lining.

Your tone of voice, your art in turning seeming ill into good, your pointing to the bright side of every small event in the child's daily life, your calmness and serenity in the midst of the trial and turmoil of duty and industry, your love and laughter at times when negative personality would be repressed or perturbed by the strain and hurry of an over-burdened day—all these fine elements in your own make-up will unconsciously pass over into the character of your boy or girl.

Second, picture in advance the brightness and good cheer which you would have manifested in your child. For example: "Tommy, when you awake in the morning the first thing I am going to listen for is your laugh. It cheers me so much." "Mary, that morning smile of yours is as glad as the sunrise. Please be sure to put it on while you are dressing at morning, and wear it all day." "David, grinning is one of your best stunts. Keep in practice, and worries will be afraid to come near this place." "Annie, I always have to look in your eyes when I want a picture of cheerfulness. You neither laugh nor smile nor grin as the others do, but your *whole* face looks like a map of some happy land."

Third, parry the thrusts and affronts which attend the daily round of experience of the ordinary promising child, of your child. Understand that to conquer yourself and constructively to practice the virtue desired for your young, is more than half the mastery of teaching that virtue. Two of your children are quarreling, and you quickly and quietly remind each one of some of the specific virtues of the other. Your boy comes from school with a story of the teacher's being "cross" or "unfair," and you immediately explain to him how many trials and troubles the teacher herself has to meet in the course of an average day. Your small daughter has a plaint that her garments are not so stylish or expensive as those of certain of her schoolmates, and you artfully bring her to see her own many personal comforts and advantages which thousands of other girls are not privileged to enjoy.

Fourth, you will find it interesting to maintain a sort of "good cheer department" in the management of your daily family program of work and events. Perhaps at evening, about the dinner table or the study table, you will hold a sort of informal session and will ask, "What is the most cheerful thing you have seen or heard to-day?" "How would you find the cheerful side of life for a man who has had his automobile stolen?" "When a person loses all that he has, but good health remains, should he be very sorry for himself, or should he go on happily and earn some more money and buy some more properties?" "Can a boy who is cross get his lessons as easily as he can when he is glad?"

Thus you will speak and act and think habitually as if all matters were going well, and the children will easily catch your spirit of optimism.

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CHIVALRY*

By Ennis Richmond

The true spirit of chivalry is a generous impatience of wrong, an active sympathy with the oppressed, an unquenchable fury against the oppressor, a general protection of the weak against the guilty and the powerful.—*Chatfield*

You should teach your boy, and you cannot begin too early, to be chivalrous. Don't let it be a method of reproach to say to him for instance, "You cry at everything, you might as well be a little girl"; don't let him hear, if you can help it, girls spoken slightingly of, because they *are* girls, and, above all, don't let your girls always "take a back seat," while the boys come to the front. It may be good for the girls in one way, but it is bad for them in another, and it is bad in every way for the boys.

Girls are naturally purer and more unselfish than boys, only because for centuries they have been trained and expected to be so, and thus it has become a part of their natures; we do not want the girls to become less pure and unselfish, but we do want the boys to become more so. A girl is trained to give up, a boy is trained to demand.

If you appreciate that this tendency of men to look down upon woman as woman is, in its origin, a natural instinct, you can then see that the beginnings of this may be profitably dealt with in little boys. I am persuaded that by inculcating true chivalry in small boys most of this tendency may be prevented as they grow older. I do not think that parents have any idea of the manner in which quite small boys—when they get together at school—will often talk about girls and women; the silly idle joking that will go on amongst them, joking that must lead to worse as time goes on. This is due, in a large measure, to that criminally stupid fashion among so many nurses and servants (and I am afraid sometimes among others who ought to know better) of chaffing little boys and girls about their "sweethearts"; a vulgar touching upon the fringe of real love-making which is most mischievous, and which is productive of a great amount of idle thoughts and idle talk among children. Boys and girls begin naturally and properly to appreciate the difference of sex at a natural and proper age if they are left to themselves; and the little flirtations which follow are perfectly wholesome, and there is nothing in them that calls for this vulgar chaff. But these gigglings, these innuendoes and half-veiled allusions which put silly bashfulness into girls' minds, and unpleasant precocity into boys' minds are most injurious. And it is this—combined with the contempt which they have learnt to assume toward girls from their nursery days—which leads to the senseless talk among boys that I speak of, and which it takes all a schoolmaster's care and all his sense to check, and I may add, all his penetration to discover.

For these reasons, put your little girls on an absolutely equal footing, in every respect, with your little boys; give them every advantage that your boys have, and you will find that their frequent superiority in many ways will—if properly put before the boys—breed in them a respect for the girls which they will never lose, a respect which will stand them in good stead hereafter.

Let your boys, of whatever age, associate as much as possible with girls; as they grow older have girls to stay with you, seeing, of course, that they are girls whom you know to be most worthy. Teach your boys to respect in them what is gentle, and reverence in them what is strong. And you will find that from this association will grow a love which, in eventually concentrating itself upon one woman, will be strong because it is founded on knowledge, and pure because it is not degraded in its expression by any feeling of contempt for its object.

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*From "Boyhood"; used by permission of the publishers, Longmans, Green & Co.

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CIVIC RESPONSIBILITY

By William A. McKeever, A.M., LL.D.

The noblest motive is the public good.—*Proverb*

"John, who is running this city?" you ask your 15-year-old son. "The Mayor," and maybe, "the Aldermen," will probably be his rather thoughtless reply. "Yes, but where does the Mayor get his right or authority to run this city?" is probably your next. And his response will presumably be, "The people elect him for that purpose."

Now follow your lead. Use the dialogue method, continuing till you help your boy to reach a sound conclusion. Do not assume the attitude of being his teacher. Do not presume to be specially his superior, but rather his associate and friendly counselor. If your boy lacks in civic responsibility—and the majority of his class do—it is not his fault, but the fault of his teaching. He has perhaps never been made conscious of what the term implies, much less what it actually means.

Make the point that the real citizen is not merely a resident of a place, that he is not merely a resident voter, but one who consciously allies himself with the progress of society and the ideals of good government.

"But, tell me, John," you continue, more in the attitude of the learner than the teacher, "do not the voters really run this city? Can the Mayor do anything without their support? Even after they have elected him, can he enforce the ordinances without their help and backing? Suppose none of them care how he runs the city, do you think he will care how he does it? If he is a good Mayor, is it not because he thinks he is serving a lot of good people? But, good people how, and for what?"

Thus you cause your boy to reason out for himself the essence of civic responsibility. The idea of letting the officers do it is very common, if not almost standard, in the thought of the populace of to-day. "Why are the laws not enforced?" you hear on every hand, with an insinuation that the officers are wholly to blame. You can make it plain to your youthful son or daughter—and the daughters certainly need the lesson, too—that good government and a stable society must come from the efforts mainly of a league of good people, acting consciously and continuously in the interests of such ideals.

Now, the steps in learning civic responsibility are to be taken precisely as the steps in any other learning process; that is, one at a time, and with a consciousness of what is being done. Too many men and women have never even stumbled upon the meaning of civic responsibility, much less the practice of it. They blame the officers in about the same thoughtless way that children are wont to blame their parents.

A good foundation for civic responsibility can be laid in the development in the mind of the child of the why and wherefore of home government. The family has a reputation for good or evil. Its members are known as obedient or obstreperous. Its members may all be given the attitude of working together for the common good of all. Thus, when home responsibility has been made a definite point of learning for the child, civic responsibility becomes easier for him.

Outside of the home, teach that it is his duty and yours to look after the cleanliness and health of the neighborhood. Organize the nearby fathers and mothers into a neighborhood club and admit the boys and girls to a junior section. The younger section can be made responsible for keeping backyards and vacant lots clean, while the older folks are looking after milk, bakery, meat, green goods, and grocery supplies. Make civic responsibility fashionable in your neighborhood.

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CLEANLINESS

By Jennie Ellis Burdick

Blessed are the pure in heart.—*Jesus*

"CREATE in me a clean heart, O God," prayed King David in asking the Heavenly Father to forgive him for his great sin. "Free me from moral defilement; purge me from sin; make me morally healthy," he might have prayed. God would have understood his desire and answered his prayer just as quickly, but the countless men and women who have echoed David's prayer through the centuries would not have been so many. The mental picture conveyed by the word clean is very vivid even to a child. Unstained, shining, all that is beautiful. The Scotch call a fair day "a clean day."

In Japan cleanliness of character is symbolized by the figures of three monkeys grouped together. As reminders these groups are found everywhere in homes, shrines, and other public places. One monkey has his two hands over his mouth, the second his hands over his ears, and the third has covered his eyes with his hands. The group is called "The Three Wise Monkeys," and the messages they bring are "Speak no evil, Hear no evil, and See no evil."

I have a group of these wise monkeys, and as I looked at it I wondered why the "Speak no evil" was on the left, for I knew the artist who made it had a reason. As we read from left to right, the left-hand monkey has the most important position and he is the most important of the three. The tongue needs more guarding than the eyes and ears, and learning to control it must start earlier.

Tell your child about these wise monkeys; you might even purchase a set for him. Then when he is tempted to speak some unkind thought, to tell an untruth, or to use a vulgar or obscene word, you can remind him of the "Speak no evil" monkey. The make-believe instinct is strong in children, and they will react favorably to the suggestion of "Speak no evil"—far more quickly than if you said, "Don't say that"; and while to them it is only play at first, they are acquiring a habit of clean speech.

The little child we guard against hearing evil and seeing evil sights but when he is older and is not constantly under the parental eye he will come in contact with boys and girls and older people who will tell him and show him evil things. Then he must be taught not to listen and not to look. If he has thoroughly learned to speak no evil, it will be comparatively easy for you to teach him to hear no evil and to see no evil—in truth, his instinct will be to turn from them. Keep his confidence; and when he tells you of the day's events, explain to him how there are some things which one must let "go in one ear and out of the other," and we must not loiter and look at bad things—pictures or deeds—lest we become spiritually soiled.

Oftentimes the children will come to you and say that so-and-so did something "just to be mean." Show them that it is not clean thinking to imply an evil motive behind the acts of others. Teach them that others may do a thing without any particular motive, and that they may even have a good motive, but because of faulty reasoning or because of an unexpected circumstance the thing did not turn out as planned. The Golden Rule applies to thoughts as well as to deeds—think clean thoughts of others as you would that they should think clean thoughts of us.

If we teach our children to "speak no evil, hear no evil, and see no evil," we know that their hearts will be clean.

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CONCENTRATION

By William A. McKeever, A.M., LL.D.

One great cause of failure of young men in business is lack of concentration.—*Carnegie*

It is not natural for the child to concentrate, but rather to be superficial and diverse in his attention. However, much can be done to teach concentration. Fixed, rapt, undivided attention to a lesson, a printed discussion, a problem—sustained application of the mind to any project—such is perhaps suggestive of what we mean by concentration.

The first step in concentration for either a child or an adult is to remove physical interference. A sleepy person, a girl who is fatigued, a boy who has just partaken of a heavy meal—these are not in a fit condition physically to concentrate. The person who would fix his mind on a lesson or a project should be free from these interferences, as he will require the use of good, vigorous circulation and a feeling of bodily comfort. If you wish to train your small child or your youthful son or daughter in the art of managing his mind, make it clear to him that he must also manage his body—his eating, drinking, resting, exercising, sleeping.

Through reasonable practice concentration will become comparatively easy for the person who first sets his physical house in order. After that, a motive is the important step. Arrange that your child shall have something interesting; and, if possible, enticing to concentrate upon. Let the lesson be one which has meaning and which brings satisfaction to him. Let the manual task be one that promises some reward for him rather than merely for you. Notice, then, what we have: first, the physical conditions are made as nearly ideal as possible; second, the reach of the attention is more natural and easy through enticement.

What more is needed than this? you will ask.

Repetition, practice, will add great force and effectiveness to concentration. No matter how much the attention seems at first to scatter, go after your child and cause him to repeat the lesson and stay at it till he discovers his own power of sustained attention. Repeat the line, the sentence, the formula, the method of doing a thing. Shove the mind of the learner along rapidly over the subject-matter to be concentrated upon. Soon he will discover that he is gaining, that he is mastering the task. For the child to discover, and then to appreciate his mental powers is a big advance in his learning.

Suggestion is another strong influence in teaching concentration. Thus: "Now, Arthur, your mind is growing stronger. You stick to your lesson like a good fellow. You never look up while you are reading. When you are at work on your studies you do not even hear the call to come to dinner. I am delighted at the way you are learning to manage your attention and to keep it where you want it to work." "Elizabeth, when you are working your algebra you do not see or hear anything else. You lean over your book and you follow every step carefully. I can see that your mind is growing stronger and your concentration keener. How delightful it is to feel that you can master a lesson by keeping your mind on it."

After your child, your youth, has done a good work in concentration praise him, reward him, clearly explain his achievement, and thus cause him to visualize the deed. Another time he will do even better.

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CONSCIENCE

Labor to keep alive in your breast that little spark of celestial fire called Conscience.—*George Washington*

WE ARE not born with a conscience as we are with feet, hands, ears, and eyes. It grows as the mind develops and shapes our conduct, and the most powerful influence in its cultivation is the care and training that a mother gives her child.

The infant has no idea of right and wrong. He does not know why some of his actions are pleasing and others displeasing to the loving mother who cares tenderly for him. But as his mind grows in strength he observes, makes fresh discoveries and learns. Early in his infancy he distinguishes between what he may and what he must not do. By the time he is three years old he knows that approval or disapproval is not shown in the same degree for different actions. Some of his actions are "right," some of them "wrong." Some of them he discovers are "good" or "very good"; sometimes he delights the grown-up people about him by something that appears to be specially good, generally something which he found hard to do. Some of his actions he is told are "naughty" or "bad" or "very bad"; some of them are "shocking" or "wicked," and generally a much severer punishment follows these last offenses. Thus he accumulates a number of experiences from which he forms a standard for himself, by which he must test whatever he wants to do.

We read in history of an official known as "The Keeper of the King's Conscience" whose duty it was to decide upon the morality of the line of conduct which the king desired to follow. In the family the mother is the chief keeper of the child's conscience, and in this quality her mind and heart must know no rest. In his infancy and early childhood she makes the decisions by which his actions are judged. Then she becomes his guide and mentor. She suggests and advises but leaves some of the decisions to the child himself. Sometimes she may even permit him to make a mistake so that he may learn by experience. As he grows in power of decision she gradually withdraws. She is constant but unobtrusive in advice and stands ready to come to the aid of the "still small voice."

Thus by doing, sometimes by the bitterness of mistakes, the child gains knowledge in things of the conscience. Sometimes he gives pleasure to others; he gains approval or disapproval from parents and teachers; he learns that there is happiness in following one course, distress and unhappiness in following another. The degree of happiness attained helps, and the child learns to distinguish the steps in the moral scale which are symbolized by the words good, better, best and their opposites, naughty, bad, worse, worst.

With proper training the child begins himself to distinguish between right and wrong, and this ability to judge the quality of a certain course of action continues to grow. Obedience, courage, unselfishness, self-control, justice—all contribute their aid, and the developing conscience becomes the resourceful director of all moral acts, whispering the decision between right and wrong and spurning the alternatives expedient and inexpedient. But we must remember that we find it difficult at times to follow the dictates of conscience. And, in just the same way, though the children know what they ought to do, some other course often appears more attractive, and then they find themselves in trouble. Stories and incidents which show how boys and girls, men and women have listened to the inner voice are of great value in helping them to listen to the dictates of conscience. They help us to impress on the children that it may be ignored but cannot be deceived, and in the long run it is better and wiser to give heed to this inner counselor.

Toward the end of the adolescent period conscience becomes very keen. With the intolerance of untried youth, the child looks with disap-

proval on all conduct which does not measure up to the code he has formed for himself, and with high ideals he is ready to go forth and battle for the right as he has learned it.

Unhappy indeed is the child who having no conscience decides his course of action upon the theory that "wrong consists in being caught, and right in not being caught."

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CONSIDERATENESS

By William A. McKeever, A.M., LL.D.

All things whatsoever ye would that men should do to you, do ye even so to them.—*The Bible*

Your ten-year-old girl has just finished making a dress for her doll, but she was careful to clean up and put everything away after she had finished. You had carefully explained that you expected to use the sewing-room, and that it was much easier for you in case the room were left in order.

Your eleven-year-old boy has made his kite in the kitchen and littered it up with many fragments, but you have carefully explained that the kitchen is your busy workshop. His acquired desire not to give annoyance and inconvenience to you is indicative of his considerateness.

Your pre-adolescent boy and his chum have been using the croquet set for an hour when sixteen-year-old Brother arrives on the scene, with a chum of his own. Two high-school girls are with these youths, and it is their purpose to engage in the pastime. Your younger boy yields the place and peaceably steps away, leaving the older group with as little conspicuous show as possible. He is considerate of his brother.

But, mark you. These children did not naturally manifest this virtue. They probably began by being very inconsiderate. You were careful to take advantage of occasions and to develop the practice of considerateness out of the daily conduct of your young. You found that a few minutes of actual practice, in relation to the interests and desires of all concerned, were worth more than an hour of mere admonition and theoretic explaining.

It is not especially difficult to teach the young considerateness, provided you proceed with that specific purpose in view and use the ordinary occasion for presenting the lesson. To have regard for the rights of another; to be fair and just in the distribution of opportunities, privileges, in-

dulgences, and the like—these are the common interests of children, the right adjustment of which will call for considerateness.

The idea of the Golden Rule is implied here. "Think, my boy, how much inconvenience you will cause Sister, how much concern you will cause Father, how much worry you will cause Mother." These statements indicate the practical manner of bringing considerateness to the attention of your child. There is an appeal to the sense of justice, of fairness, also.

Too often the parent fails to take time to teach such virtues as considerateness. He simply forces the conditions thereof upon the child, and rushes on to the next duty. The mind of the learner does not follow the situation through at first. He merely sees that something is being exacted of him, that his purposes are being interfered with, that his rights are apparently being taken away—and he is resentful.

Explain the conditions of considerateness to your child. Stay by him, especially at first, till he understands the give-and-take element involved. Repeat the lesson till he acquires it and begins to enforce it as a voluntary act. This virtue, once learned, becomes a lifelong asset.

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CONTENTMENT

It is right to be contented with what we have, but never with what we are.—*Sir James Mackintosh*

In the present-day world perhaps one of the rarest things to be met with is the spirit of contentment. Everybody is striving to get more than they have, of money or position, luxury or power. How few have the sane, placid spirit of contentment: blest are those who do have it!

Often children learn in the nursery to be discontented just because they already have too much. The number of toys a baby may own is usually unlimited in any way; he may have as many as are given him, and the more the better. Perhaps if only he has one new one for each restless moment it may content him and keep him quiet, reasons his mother and his nurse; and so something fresh is handed him whenever he throws down the old toy he has been holding.

Nothing could be more unwise; he will grow into a child who demands more and more, and is restless and dissatisfied of spirit.

It is far better for children not to have too many things, too much amusement, too much attention even, if one would cultivate in them a contented mind. The tendency to-day is all toward excitement and stimulation, and children are quite as ready as grown people to crave these things. If one would start a child on the road to contentment, it is better to give him a quiet nursery with fresh air and sunshine for the luxuries, and let him learn to amuse himself, not to depend on being amused, and to make much of a few toys rather than to play with many and tire of them all.

To praise common things is one way of giving a child a contented mind. When he hears his parents speak delightedly of the sunny morning, or of some little plant which has come up unexpectedly, or of the joy of the little home circle, he learns that these are the important things after all, and his little heart responds to the demand made upon it. These are the real things, those which content Father and Mother and give them happiness, and they appeal to the child even more, with his more limited knowledge of the larger world.

Training in contentment lies in the home far more than outside. School may train in other ways, but here the influence of the closest environment is what tells in the long run. A contented mother makes a contented child. A home where no one says "I wish we had this or that" and is dissatisfied because of the lack, but where conditions are accepted as not only right, but pleasant, or at least to be made the best and most of, is the place where one grows up with the sweet spirit of satisfaction with things as they are.

Such contentment is quite consistent with ambition, and it neither narrows one's outlook nor tends to lethargy. It is the opposite of restlessness, and the greed for pleasures and unattainable luxuries; it is the calm, quiet influence that is sorely needed in this generation, and is priceless to its possessor.

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CO-OPERATION

The game of life is give and take.—*Anonymous*

MAN has long since learned that whether in work or play he can do much more in co-operation with others than he can alone. Co-operation has created tribes and nations, built villages, towns and cities and brought together people of widely differing tastes and affinities in co-operative and mutual aid societies, clubs, team work in "drives" to collect money, unions, and other bodies.

None of these associations, however, has the aspect of family co-operation in very high degree; the old-fashioned "bees" which brought communities together, as one great family for the purpose of helping one or another to make quilts, boil sugar, husk corn, raise a barn or a house, not only gave the required assistance, but satisfied social needs when the country was young and sparsely settled. Stories of these gatherings will explain to the children how closely work and jollity may be linked when friends or family act in harmonious co-operation. Family affection at its best and true happiness are found where such co-operation exists, and it helps the children to adapt themselves to the world beyond the home. Naturally it is more quickly learned where the example of both parents excites in the children the desire to emulate them in cheerful co-operation with one another.

The spirit of co-operation manifests itself at an early age in childhood, first in the desire to imitate and later in the desire to please. The little child two years of age knows nothing about the principle of co-operation. But when he sees his mother's hands or fingers busy about her work for the family, he wants to do something like her, or when he sees an older child putting away the toys they have been using, he says "Baby too," and the desire to imitate awakens the instinct of co-operation.

Young children are very responsive to suggestions of co-operation. The child of four or five will cheerfully help put his toys in their places when it is suggested that he "help to make everything nice for Daddy," or he will run to help his mother get ready to take him and his baby sister out in the sunshine. As children grow older, the little household tasks assigned to them help the pleasant feeling of co-operation, and they are made happier if they are made to feel that these duties are given to them not merely that they may learn, but also that the work may be made lighter for every one.

FRIENDLY CO-OPERATION

TO ACHIEVE the best results, children should frequently be asked, not directed, to co-operate. There is no doubt at all that there are times when a command is necessary, but they should be few. "Mary, go upstairs and dust while I make the pies," may send Mary more or less unwillingly to do the dusting. But a friendly, "Mary, will you help me dust, and then we can do the Saturday baking? Do you know what proportions

will make your last recipe suitable for us?" will bring mother and daughter together in friendly talk and show the close association between school and daily life. So also, the boy who is beginning to work with tools might make small repairs aided by his father, who in return should show enthusiastic sympathy with his boy's hobbies.

At the restless age, between nine and twelve, if you can awaken an interest in small jobs about the house or yard you can utilize it in still further co-operation. It may even be possible to break up one gang without friction, and form another more desirable, if the boy's father, remembering his own youth and Tom Sawyer, knows how to enlist his boy's aid.

In their early years the children follow, the parents lead. But as the children enter the adolescent period there should be more co-operation than apparent leadership on the part of the parents. This is the age of transition, when the adult begins to look out of the eyes of youth, and the youth begins to think he can transform the world. Now is the time to listen to his eager plans; they may come to greater things than he dares to hope. But for his mother's co-operation, Marconi's ambition might have been frustrated, for someone else might have worked out the invention of wireless telegraphy before him.

Co-operation in social leanings at this time may save future heartaches. Young people will meet some place, so give the children freedom to invite their friends to dance or sing, and in return you will have joyous groups of young people around you to keep you young, and you will have the knowledge that you are keeping their untried feet from straying into forbidden paths.

"All for one and one for all," the motto that brought Dumas' "Three Musketeers" triumphant through hairbreadth escapes, is an excellent one for the family, for it admirably expresses the spirit of co-operation, the fine flower of unselfishness and family affection.

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COURAGE

Courage is a noble trait. There is not another quality which has as much honor given to it in the world. The perfect man has both bodily courage and moral courage.—*H. W. Beecher*

A LITTLE child is naturally fearless; his ignorance of the world into which he has come is his protection against fear. It is good that this is so, for were he born with a fully developed sense of fear, he would never learn to do anything; he would not try to sit up for fear he would tumble over; he would not try to walk for fear he would fall. It is only as his experiences increase that he learns fear. "It is the burned child who dreads the fire"—not the one who never felt pain caused by too much heat.

We have all seen or heard of some child who fearlessly approached a vicious dog or horse. His doing so was not courage—it was merely lack of fear due to lack of knowledge of any danger. Courage consists in not shrinking from what is known to be painful or disagreeable.

Some boys and girls dread to get up on a cold morning. How they lie till the last possible moment, shivering with dread, going through in imagination the shock of the cold air over and over again, and having all the pain of a dozen starts, before they make the real start!

Or here is a poor little fellow who is suffering with the toothache. How he dreads to have the wretched thing out, how he puts off the moment, making all manner of excuses for the delay. All the while he has both the real pain of the tooth and the imagined pain of the pulling, which is almost always a great deal worse than that which the dentist really causes.

We all have a great many unpleasant things to do in life, and a great many persons make themselves much extra and needless pain by postponing action. They lack courage and resolution. So, instead of doing the thing at once and being through with it, they multiply the evil over and over again by hesitation and dread.

So, if it is only getting up on a cold morning, or learning a hard lesson, or doing a bit of disagreeable work, one should form the habit of meeting the thing at once, and of being through with it. In this way one will have, not merely the sense of relief that the thing is done, but a sense of self-command, which is one of the pleasantest things in life.

No one likes to be thought a coward; for, in the whole history of the world, a coward has been looked upon with great scorn. This is for two reasons. One is that cowardice often implies a lack of common sense. The coward does not see things as they are. That which is so unlikely that we can leave it wholly out of the account, the coward looks upon as sure to happen. Another reason why the coward is despised is that he lacks fortitude. He not only thinks the evil will be sure to come; he thinks he cannot bear it, if it does. The brave person thinks less of the possibility of the evil, but if the evil does come, he means to bear it without flinching.

Recklessness is just the opposite of cowardice. As the coward sees danger where there is, practically speaking, none, the reckless individual does not see it where it actually exists. The reckless boy, after the first cold night, will skate out over the deep water, without thinking whether the ice is strong enough to bear. He will go out in his boat, in a high wind, without calculating the strength of the wind as compared with his own strength and skill.

There are really two distinct kinds of courage. When we say that a man has "moral" courage, we mean that he has the courage always to think and say the right thing, regardless of consequences to himself; and this is often the highest kind of courage, even though it does not involve any physical suffering or danger. If a boy or a girl forms the habit of always speaking the truth, he—or she—is likely to notice, sooner or later, that to do so may at times cause not only discomfort, but even actual suffering. But with this will come the satisfaction of knowing that one has done right, whereas wrongdoing brings a sense of shame and humiliation which is much

harder for the naturally upright boy or girl to bear than is the suffering which results from having done right.

What we call "physical" courage, that is, readiness to face physical danger, or bodily pain, or even death, may or may not have a moral motive; for we all know that many exceedingly wicked men sometimes show courage of this kind. Of course, we cannot really admire that kind of courage; the kind which we do quite properly admire, and wish to be capable of, is the fearlessness of the man or woman who fights resolutely, and if need be dies for a good cause, such as the defense of his relatives, or friends, or of his country (if it be attacked for no just reason), or for a great truth—like the conviction that slavery is wrong, or that people ought not to be taxed without their consent.

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COURTESY

The small courtesies sweeten life; the greater ennoble it.—*Bovee*

CIVILITY, politeness, and courtesy are three words which are often used as if they meant exactly the same thing; but civility is nothing more than "not rude," and politeness merely means having pleasing manners. On the other hand courtesy is the Golden Rule applied to everyday acts.

A habit of courtesy is like a delicate wrapping which prevents one personality from rubbing and chafing against another; and it thus prevents much of the friction and irritation of life.

Courtesy is perhaps most of all proper from the young toward those who are older than themselves. There is too little of this in our day. Boys and girls will speak to their elders, perhaps even to their parents, with rude familiarity, such as would be hardly proper among playmates.

When one meets even a stranger in any place where the two are brought together, a little greeting does much to take away the sense of strangeness. In Europe, when one enters a public conveyance, or seats himself at the table of a hotel, or meets another on a country road, there is almost always a pleasant greeting, such as is too rarely seen in this country.

The habit of courtesy from boys and men to ladies is another mark of good manners which is not to be neglected. Ladies often show bad manners in taking such acts of courtesy as if they had a right to them. If a man offers a lady a seat, he has a little sense of injury if she seems to regard it as her due and does not even thank him for what he has done. This sort of ill-manners in American women has tended to diminish such courtesy toward them.

One should show courtesy to his companions. Boys, even in their play, should be courteous to one another. One who is always pushing for the best without regard to others shows his ill-breeding. A "thank you" and a "please" on proper occasions are not out of place even among the closest companions. Perhaps in the family, courtesy is more important than anywhere else, because hardly anywhere else are people thrown so closely together, and thus nowhere do they need more the protection of courtesy by which much unpleasant friction and much unhappiness would be avoided.

Courtesy is not something artificial. It is simply an expression of thoughtfulness for others, and rudeness and boorishness, though sometimes they spring from ignorance, are more often the expression of selfishness, which forgets the feelings and the tastes of others.

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DEMOCRATIC SPIRIT

A prince can mak' a belted knight,
A marquis, duke, and a' that;
But an honest man's aboon his might,
Guid faith, he mauna fa' that.

"DEMOCRACY means not 'I am as good as you are,' but 'you are as good as I am'," is the definition given by the noted American divine, Theodore Parker. True democracy of spirit is the hallmark of the thoroughbred man or woman.

Most children are little democrats. What people wear, what they know, what they possess affect the small child very slightly. It is not until the boy and girl have learned from their elders to estimate persons by externals that they begin to make differences between the rich and the poor, the well-dressed and the ragged.

The democratic spirit is not to be unwisely curbed. It is too precious a thing for us to crush by directing the child's notice to that outward appearance which counts for nothing. Call his attention instead to the traits in his acquaintances which are the evidences of a fine spirit, such as truthfulness, gentleness, kindness, unselfishness.

The question "With whom shall my child associate?" has been asked with uneasiness by many a mother. Yet this is a matter that time settles, if the boy or girl has the proper home training. Water will seek its level, and children will eventually choose associates who appeal to their tastes as developed in the home. But first of all parents must be willing to have their child meet all the children who happen to be in his school, or who play on his street. Parents cannot shield their sons and daughters from contact with rough, and even vulgar, persons. All that we can do is to prepare them by the principles taught and practiced in the home to seek the good and avoid the evil. We know there are some parents who shrink from public schools because here their children will meet "all kinds." They *should* meet all kinds; it is only fair that they do so. But if they have been taught to love purity they will shrink from the impure comrade; if they have learned the beauty of truth, they will not make an intimate of a liar.

It is well to encourage your child to bring his playmates to the home that you may meet them. By this practice one mother has proved that her son will not make an intimate of the boy whom he is not willing to have his mother and sisters know, and that her daughter will not choose as a chum the girl whose principles are so lax that she is out of place in the home where honor is taught and lived.

As the child grows more observant with each year added to his age, discourage his judging people by their clothes or possessions. To allow such judgment will make a snob and will develop the love of show rather than the appreciation of what is good and praiseworthy. Teach him that the son of the day-laborer may not have had so many advantages as the son of the rich man, and that, therefore, he deserves all the more praise when he does well. Let him understand that if he has more privileges of various sorts than less fortunate people he should do more with his life than they may be able to do with theirs, and that he should make that life so helpful that those who have had fewer opportunities may be the better and happier for his existence. Train him to understand that, when all is said and done, character is all that counts, and that it makes little difference what are a man's clothes, what kind of house he has, and what kind of food he eats, if those clothes are clean, the house orderly, and the food bought with honestly earned money.

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EASE OF MANNER

By Edith Lochridge Reid

To be always thinking about your manners is not the way to make them good; because the very perfection of manners is not to think about yourself.—*Whately*

A mother remarked the other day in the course of a conversation on child discipline, "I don't see why it is that my children always act worse when we have guests than at any other time. I'm sure it isn't because they haven't been instructed how to behave."

Now this mother was perfectly sincere in her remark, yet her own phrasing contains the secret of her distress over her children's behavior. Would a child learn to play the piano by being instructed if he didn't practice playing every day? Yet that mother was expecting just as improbable a performance in behavior. She was stressing the old idea of "company manners," and expecting the children to put on culture just as they put on clothes for the dinner party. And because they didn't she was deeply grieved and disappointed.

The reason why children of this type act worse when there are guests than they do ordinarily is because of strain and nervous tension. In the mother's anxiety to have affairs move smoothly she has held out threats as to what will happen if all the last-minute "Don'ts" aren't observed, and the result has been to create an unnatural condition that is confusing and disastrous to poise and courtesy.

But aside from the mother's embarrassment over slips of etiquette and behavior, this idea of "putting on manners" is very unwise training for children. They gradually learn to act on artificial motives and lose sight of the genuine and vital character traits that are worth while and lasting.

Just the idea of alluding to the various articles of table appointment as "company silver" and "guest linen," and so on through all the china and glassware, suggests to the child a feeling of stiffness, and an atmosphere formal and conventional, though he does not analyze it in just those terms.

Why not use the good dishes and linen and silverware occasionally for just the home folks? Then daughter Lois will not cause a panic when there are guests by piping up, "Oh, goody, we have the fruit in the best hand-painted bowl." If the little ones become accustomed every day to what is good enough for guests, a great deal of strain for both parents and children is bound to be eliminated.

Right in line with this follows the fact that the place to start preparing the child in "company manners" is the first day he sits in his high chair to eat a meal. There is no need for a tot even this age to throw his spoon and cracker on the floor continually, or to upset his broth or porridge. He may as well learn right then not to stand up in his chair, not to put his face down in his plate, and not to scream for what he can't have. This much at least can then be omitted from the "instructions" when the Browns come over to dine a few years later.

When mother is alone and playing with the babies she can teach them much by pretending visitors. They may come in and call on her and advance and take her hand. It will become natural in a very short time.

A mother who includes good manners and polite behavior in the everyday home life will never have reason to force courtesy upon her children.

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EFFICIENCY

By William A. McKeever, A.M., LL.D.

The efficiency of great men constitutes their greatness.—*O. S. Fowler*

Thoroughness means doing everything well. Efficiency means doing some one thing well. The first implies the ideal of accomplishment, the second the ideal of service. Teach your child the ideal of being able to do at least one serviceable thing better than the average. Inspire him with the thought of his being a contributor, a factor, in some valuable enterprise.

Sooner or later every person needs to think of his life as being a sort of gift to society. It is not enough to be good; one must be good for something. Life is service, but, at its best, it is efficient service. Perhaps this definition will make evident to the reader what efficiency implies as an ideal to be taught to the young.

"Jane, what is the one thing you do which is most worth while?" "Thomas, what, above all things else, are you good for?" "George, what is to be your gift to society when you get through school and settle down in business?" "Ellen, what is your chief accomplishment, if we measure it in terms of service to others and not in terms of yourself?"

Thus we emphasize the idea of the specialist. We make it appear to our child that he can and should make his light shine through some individual deed well performed. It is concentration. It is centralized effort and practice. It is the repetition of one important act till it becomes familiar and easy. It is so much practice in doing a valuable work that the accomplishment stands out as a credit, a display of virtue and skill.

It requires about one hundred persons to make one pair of shoes, and every worker should be efficient. For one to make a single wrong stroke may cause the shoe to be discarded and the inefficient workman to be dismissed. So, in teaching the young efficiency we might well include the idea of co-operation and co-responsibility. Everything is now highly specialized. No one is a jack of all trades. And the one workman who fails in his special stroke also throws many others, at least temporarily, out of line.

During a given summer season your boy is the gardener of the family. Are you requiring him to think of his work as a service to all? Are you holding him to the standards of efficiency? Do you remind him that his younger brother may be inspired by his pattern, either to do well or to do poorly?

During each age of her development your girl serves briefly as specialist in some given department of your home life. Are you holding her to a high standard of excellence, and making it appear that her work is a contribution which is prized by yourself and others? Thus, do you set up the right ideals and motives for the efficient performance of work?

Again, your daughter is given the position of Bible teacher for a class of younger girls. Will you give her every incentive and every advantage of becoming an efficient teacher? It was the famous Socrates who brought out so delightfully this idea of ranking high in some one performance, of becoming master of some art or craft or profession. Let your child select the deed or the job, as his age and interest may suggest. Then see that he becomes proficient in its performance. Hold him, require him to practice until performance is easy.

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EMULATION

By William A. McKeever, A.M., LL.D.

Emulation admires and strives to imitate great actions.—*Balzac*

It has been said that every one consciously or unconsciously lives by some model. "What would he say?" "What would she think?" "Would my conduct please so-and-so?" "What if such-a-one should hear about this?" Do we all set up standards of conduct modeled after some particular person, and do we thus unconsciously elect certain ones as the guides and guardians of our lives? It appears that the practice is common.

Try to determine who is your child's model. Also, determine the characteristic which appeals to him. To emulate is to strive to equal some person or some special act in another. The person so singled out by your boy or girl may not be especially worthy of the honor. The child's "hero" is often some youth who can excel in a game or outdo others in a mere stunt. When I was six, one of the most admirable characters of whom I had any knowledge was a sixteen-year-old youth who could swear eloquently without fear of reprimand from parents. He was an orphan.

Who is the best boy in school, and why is he best? Who is the best girl in school, and why is she best? Who is the best man, the best woman you know, omitting your parents? Who is the greatest living man or woman to-day? What person in history has had the most influence on you? What are the best things about your father? What are the finest qualities in your mother?

The foregoing questions are examples of the inquiries that should be presented to the child or the young person from time to time in order to cause him to evolve a sort of mental ideal.

Emulation is a possible growth. It can be spurred on by means of definite questions and suggestions. It can most certainly be given significance by guiding the mind of the young to the specific qualities worthy of being copied.

Usually the child will emulate most willingly some other who is a few years his senior. He longs to possess the strength, the honor, the manliness, the easy manners of another. Pre-adolescent boys love to copy after the swaggerer and the bully. Girls of the same age are enticed to the dramatic woman as their model. Youths look for manners and manliness in young adults and older men. High-school girls are more or less consciously looking for patterns in the persons of young married women and young mothers.

There is one special point of emphasis here, namely, build up consciously your child's emulation. Help him to find high models. Help him to select only the best virtues. Help him to compare himself with others, somewhat to the advantage of both. That is, the reference to any particular person as perfect is inadvisable. Teach the actual fact of uneven qualities as found in all. Show that every bright person is likely to have a dull spot in him, that every good man has some weakness or imperfection. Make it plain that the good character is grown, that the high ideal is the base of good deeds, that one may get certain strong features from one person, and certain admirable traits from another. "My model character is Mr. Hilyer's looks and Mr. Thomson's acts," said a high-school youth significantly. Thus, after your child has learned to emulate an actual character, he may learn how to copy after an ideal character, a composite of many.

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FIRMNESS

He who is firm in will molds the world to himself.—*Goethe*

You remember the parable of the house that was built on a rock, how the rain fell and the tempests blew, yet the house withstood the blasts because it was built on a rock. Another mental picture we have is that of a rocky cliff which throws back the waves of the ocean. Still another is a great sea wall behind which vessels find shelter from storms; or a great dam built to store up water in a reservoir.

So a symbol for strength, for firmness, is a rock. This is exemplified in two incidents of the American Civil War. At Chickamauga the Federals under General Thomas withstood the most vigorous assaults of the enemy and earned for their commander the title of "The Rock of Chickamauga." The Confederate division under the command of General Jackson had this quality of strength and firmness to such a degree that their leader was known as "Stonewall" Jackson.

Firmness is as necessary to character as is stability to a house. The biographies of eminent men, such as those in the BOOKSHELF, show that they possessed it in a high degree, or they would not have accomplished the deeds for which they are honored. Having planted their feet upon certain positions they maintained them stoutly and

unwaveringly. Thus Columbus stood against mutinous protests till a new world was reached; so Wellington, *"four-square* to all the winds that blew," held his ground at Waterloo and saved Europe from tyranny; and so the French heroes of Verdun said "They shall not pass."

"Firmness in the right, as God gives us to see the right," was the great maxim of Abraham Lincoln. Firmness implies that judgment approves of your position and reason assures you that the object in view is worthy of exertion and is attainable. "Be sure you are right, then go ahead," the maxim of Davy Crockett, is a statement of true firmness.

But firmness, steadfastness, must be distinguished from obstinacy, which is firmness wrongly exercised. The word obstinacy carries the idea of unreasonable stubbornness toward argument or persuasion—self-will in its disagreeable aspect. It usually arises from ignorance and egotistic pride, and is a mark of prejudice and narrow-mindedness —a disposition to believe nothing that cannot be seen.

A child is to be encouraged to firmness in what he knows to be right against the coaxing and the taunts of his companions. To play truant from school, to enter a neighbor's orchard, to jump on moving trains or vehicles because others do is to lack firmness of character.

It is not an uncommon experience for a boy who has been taught not to smoke tobacco to have his companions attempt to induce him to "try" a cigarette. Neither is it of rare occurrence for a girl who has been trained to soap and water as a beautifier of the skin to have some of her school friends urge her to apply rouge to her cheeks and color to her lips, and taunt her with cowardice because she remains firm to Mother's standards.

We must guard against this insidious form of breaking down our efforts to develop a spirit that sticks to what it knows to be right.

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FRIENDSHIP

A good friend is better than silver or gold.—*Proverb*
They are rich who have true friends.—*Proverb.*
Friendships multiply joys, and divide griefs.—*Proverb*

EVERY mother realizes what supreme objects of interest children are to children; and this is well, for they should not live only with older people, but should have happy relations with those of their own age. And they are such imitators that they are very easily molded by those with whom they come in contact, being either hindered or helped by their associations. The fear of the boy getting into loose company hangs like a nightmare over thousands of homes to-day. Some parents refuse absolutely to let their boys go out in the evening, feeling that they cannot get into trouble if they are kept at home but such unjust confinement works its own harm. With good companions the boy is sometimes safer at entertainments at a neighbor's home than if kept strictly in his own house. Encourage games, innocent evening recreations, and outdoor physical sports. Let the boys work off their surplus energy in such natural channels. A boy placed on his honor is always more dependable than one watched and suspected every hour of the night.

If they make vulgar and evil friends, we see them reflected in their own speech and manners; while gentle and truthful ones are as perfectly reproduced. Every child is known by the company he keeps. So let the mother, without prejudice or seeming to be over-watchful, know her children's companions and study their characters, for only thus can she help in selecting the right sort of friends. But such childish friendships are often fickle; the more enduring ones are usually formed by those in their teens, and it is then that the subject must be faced most seriously and intelligently, and when the mother-love must be most intimate and assertive. The mother is the wise counselor to whom her children look for guidance in right impulses and cool judgment. She should teach them to be kind toward all, but to beware of shallow friendships and of the flattery and insincerity of those who find everyone whom they meet "after their own heart." Honest friendship is a passion so intense that it can be shared with but few; but it is well to remember Emerson's remark that "the only way to have a friend is to be one."

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GENEROSITY

By Caroline Benedict Burrell

A habit of generosity is like oil on machinery, and makes life run smoothly. And there is more in it to teach men to love their fellows than in all the preaching in the world.—*H. W. Beecher*

The little child comes into the world with a generous and loving heart. He will divide with any one his toys or his candy; it is only when life opens more before him that he becomes selfish and wants everything for himself. The pity of it is that parents are to blame for the state of things, and for the stunting of the lovely natural impulses of generosity. Sometimes it is merely that they are careless and thoughtless about it, and do not definitely try to keep the child in his best mood; sometimes it is force of example; and sometimes both.

It is a help to generosity when a child has to share his playthings and belongings of all sorts

with his own brothers and sisters; then he learns that he cannot have everything in the whole world for himself alone. The "only" child is the one who usually grows up selfish. But even when the nursery is a training-school, a parent must daily watch the child and try and have him want to give up his own wishes, his own things, to those about him.

Thanks and praise are both valuable in this training. When the child comes home from school and gives the mother a flower, she must be grateful for it, put it in water carefully, and show her appreciation of the kind thought. This little warming of the child's heart is a lesson in itself; it seems worth while to be generous and give pleasure when such a reward comes. Of course this is but the rudimentary part of generosity, and one must give and divide with no hope of reward when the higher stages of character are reached; but at first it is best to show the child how lovely and how pleasant it is to give generous thought for others.

The higher praise of the mother, however, should be reserved for those things that have the element of self-sacrifice in them. When it costs to be generous, then indeed it is worth while. The child that denies himself to give to someone who is in need should be told quietly, and by himself, that this is the real generosity, and of the sort that makes Father and Mother proud and happy. The child must not, of course, be praised before others in such a way as to make him vain, for one may be generous for vanity's sake, even in adult years; the praise should be given perhaps at bedtime, or in some quiet hour, when the lesson will sink deep.

It is also necessary to teach a child to be generous graciously. It is possible to bestow favors in such a way as to make them utterly valueless; the words of Lowell, "the gift without the giver is bare," should be impressed in spirit as well as in letter on the growing mind. Better not to give at all, one might say, than to give in such a way as to spoil the gift.

Sometimes the idea of generosity is mixed with the idea that money value counts in a gift. This is a fatal mistake. The service of love, the trifling gift, is worth as much as the giving of money or of what has cost money. The mercenary side of life should always be kept away from the child as far as is possible in this mercenary world. True generosity consists in giving with a loving heart, in the spirit of service, whatever form the gift takes.

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GENTLENESS

When a man is strong and energetic, and at the same time uses his strength and energy and power with sweetness, that is gentleness. Gentleness is the sweetness of strength in an element of love. Weakness is not necessarily gentle.
—*H. W. Beecher*

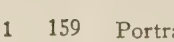
EDUCATION in gentleness can be carried on better by example than precept. In the old days when the manners of a gentleman meant much to him in advancement at the royal courts, the youths of gentle blood, the sons of noblemen were sent as pages into some great household so that they might learn gentle ways by contact with those who had them. Even in a child's first year the influence of his mother's low, gentle tones will do much toward training him in gentleness, and the older children, following her example, learn to speak to her and to each other in the same way.

In his first year the infant can be taught not to pull hair, nor to snatch glasses, nor to scratch with his nails. Before he is two years of age he can learn not to hurt pussy, who may scratch in return, nor the pet dog, who is good-natured and will not growl nor bite. Slapping another person or object should be forbidden from the first. Gentleness should always be the rule. "Gentle, gentle," is much more effective than "Stop it."

About his third birthday a child, because he is able to play in the yard without adult attendance, begins to play more with other children. This gives us a wonderful opportunity to teach him gentleness. He should know that he must not throw down the house of blocks his playmate is building because that is rude and inconsiderate, and if he does he ought to pick them up and help to build the house again. Teach him not to answer roughly, and if he bangs a door, he ought himself to go back, open it, and close it gently. Teach him also not to shout through the house, scream, or quarrel or stamp his feet. Of course he will do all these things again and again, and much patience and gentle calmness are needed during this period to teach him without too many "don'ts." Most children between three and six years of age are inclined to be rough with pets, but this may be turned into gentleness by giving them partial care of their pets and reminding them again and again they are responsible for their comfort. The mother can perhaps show them the gentle side of strength, and if the children are inclined to be rough with their toys they might be told to notice how gently Daddie lifts Baby in his strong arms.

At school children often grow turbulent from association with a crowd of children (the so-called mob-spirit) and a tendency to bully the smaller ones may need to be overcome. In such a case, teach them that bullying, scolding, slapping, and nagging are not approved by gentle men and gentle women. Impress upon their minds that it often takes courage to be gentle.

During school years, the influence of the teachers, in co-operation with the parents, is very helpful. It is difficult for parents to insist on gentle manners at home if at school boys and girls are permitted to indulge in loud, raucous shouting on the playground or to be rude to one another. Children between nine and twelve years old are naturally noisy and boisterous, but if the principal would take some of the older boys and girls into his confidence and enlist their interest in creating a good code of manners in the school, the idea might very well be disseminated that roughness and rudeness, jostling one another in the crowd when getting into line, writing notes in school, pushing one's way regardless of the rights of other people, and the like are things that "just aren't done."



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GOOD TEMPER

Good humor makes all things tolerable.—*H. W. Beecher*

MARK TWAIN says: "Wrinkles should merely indicate where smiles have been," and we might add, "The smiles of good temper are more easily put on in youth." Some people radiate the spirit of good humor. Their faces carry smiles; their voices are calm; their words are cheery and stimulating. Happily for their households these marks of good temper are possessed by some mothers—they should be possessed by all mothers and by all fathers too. Like all other traits, good temper may be passed on to our children because they will reflect at once and with faithfulness the moods of the older members of the family. Especially is this true in the case of the baby between one and two years old. He has become observant of such things as anger and vexation on the part of his mother, and he quickly reacts to her mood, not because he wants to, but because it is natural. One does not tell the baby to be good tempered. One makes conditions which avoid unpleasantness and bad temper.

Have you noticed that when mothers are tired and nervous and "snap" at their children the children are at once affected and talk back in high-pitched, discordant voices? Little children know nothing of the nerve-racking, fatiguing duties of the mother. They simply react to her expression of face and voice, and in such cases the mother must simply pull herself together so as not to affect them. Perhaps they can be sent out of doors to play until she has brought herself under control. If she can force a smile until they are out of sight, and she is alone, she may then "let go" for a few minutes, if she must, until the tension is relieved and she regains her smiles.

The best way to keep children of any age good tempered is to keep them occupied. A child-training axiom which we would all do well to remember is: A busy child is a happy child, and a happy child is a good child.

Ill temper in children should be checked at once—just as one would pull a weed out of the pot holding a choice plant. Always try to drive away an ugly mood by calling on the opposite. Let us suppose a child is sulking because of the refusal of a request, or for any other reason. The mother may say: "Come, let us send Mr. Frown away and call in Mr. Smiles. He is much better company, and he will laugh and joke and make you feel like dancing just like this," and she may take the little one's hand and dance. In some such way the child's attention may be diverted to something pleasant, and his ill humor may pass off in a gale of laughter. Or it may be that the mother has a fund of stories about "Old Mr. and Mrs. Grouch" and their disagreeable doings, and as a foil invents stories about "Mr. and Mrs. Pleasant," who always outwit the Grouches and their ugly ways.

Of course it is hard to do all these things. It requires patience and courage to do them over and over every day. But the reward is rich, for what the child learns the boy or girl will retain and the adult will practice habitually. As the children grow old enough to understand the meaning of gentleness and courtesy the task grows easier, for good temper is of the essence of both.

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Little Jack Horner	1	47	Ted's Foolish Wish	1	245
The Sleepy-Time Story	1	64	A Christmas Cure	1	271
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The Sandman	1	73	The Little Doves	2	87
The Fairy Folk	1	73	Two Little Kittens	2	92
Lullaby	1	74	The Doll That Was Rich	2	117
Kentucky Babe	1	74	Fellow Passengers	2	122
Time to Get Up	1	84	The Steamboat and the Locomotive	2	140
The Gravel Path	1	157	A Dutch Treat	2	161
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HELPFULNESS

By Rose Seelye Miller

The race of mankind would perish did they cease to help each other.—*Sir Walter Scott*

"I HAVE to pay the children to empty the ashes, now," a neighbor recently said, and seemed to think it rather smart of the children to demand pay.

"Do you charge them for their dinner?" came the quick response from one much older.

"Of course not!" was the laughing answer, but afterwards she looked thoughtful.

Should the children help in the ordinary home where the mother does the housework, laundry, cooking, sewing, and all there is to do? Should they be paid for small services?

After many years' experience we think that practically all children, when little, want to do the things they see their elders doing, but if they are put off and not allowed to "help," as they get older they become so used to having everything done for them that they no longer desire to be useful.

In a home recently visited, a little girl of two is very active. She runs to get the dustpan, the broom, the baby's bib, and to put the baby's bottle away. She wants to help; she finds her joy in doing things she thinks will help. It is true that many of the things she does hinder more than they help, but she is cultivating the spirit of helpfulness, just through the joy of doing things, and when she is old enough to be really helpful there is little danger that she will demand pay for every small service. And, moreover, we believe that she will remain so close in companionship to her mother that she will never need "winning back." Most of the mothers who are crying, "How shall I gain the confidence of my daughter?" put the confidence aside years ago so effectually that it will be difficult indeed to regain. If parents and children begin right, work together, play together, read together, and share things, there will be very little question of being paid for service.

A mother of three, one a girl of sixteen, the others younger, says: "No, my children don't help; they could but they don't, and I haven't the heart to make them!" The fault is in their bringing up, and they have been defrauded of one of the greatest joys of childhood, the joy of serving in the small ways in which they could serve.

There is no joy in play or study that brings the satisfaction that the knowledge of having done something for Mother gives. Let the children help, do not deprive them of the privilege of service. To do the little, helpful things about the home is as pleasant as play and very good exercise. The desire for activity is inherent in every healthy child, and the inclination to do the things others do is likewise a common gift. Why quell it? Why not take advantage of it? "I'm a helper girl," proudly stated a little three-year-old.

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The Kitten That Forgot How to Mew	1	80
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How Little Cedric Became a Knight	2	327
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The Bald Brow Christmas Trees	2	360
Snow-White and Rose-Red	3	25
The Brownies' Good Work	3	79
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A Nurse's Girlhood	9	6
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HEROISM

By William A. McKeever, A.M., LL.D.

Heroism is the triumph of the soul over the flesh.—*Amiel*

The hero fights or contends bravely for some just and righteous cause, for defense of the wronged and the suffering, for some great principle. By slow degrees your child may be made to understand the high and unselfish motive which stirs the true hero to action. But perhaps it will first be necessary to take him through some minor degrees of the idea.

We need to remember that the first hero of whom the small child takes cognizance is some person near at hand. To the ten-year-old boy it may be the youth of fourteen who enforces a sort of tribal justice on the playground. To the ten-year-old girl it may be the school principal who seems to decide all matters in such a spirit of fairness and who is ever ready to sacrifice his personal interests for those of the pupils. To the twelve-year-old boy it may be Lieutenant So-and-So, who came out of the Great War with many badges of honor for gallantry. The twelve-year-old girl may likewise center her ideal in this splendid personality.

And then there will come a time when your child must consider heroes on a national scale. As you present this matter, concrete instances should be carefully examined, and even analyzed. Washington may be taken as our greatest hero of battles, and Lincoln as our greatest hero of ballots. Each sacrificed and suffered tremendously for a patriotic and unselfish cause. Each passed through many an hour of darkness and anguish of soul. Each saw for the time being a practical wreck of all his patriotic ideals, and yet he kept the faith and lived to see the triumph thereof over wrong.

But there is a heroism which requires one to live for his country far more frequently than he is called on to die for it, and your boy or girl must be caused to look carefully into this issue. For your child to learn patience, sustained effort of work, staying by a difficult lesson or project till it is finished, going without some much desired thing in order that a loved one may have an advantage, enduring some pain and privation as a means of sustaining a weak or ailing member of the family—for your child to experience these ordeals is to lay within his mind and heart the basis of possible heroism.

So there is heroic stuff in every young person, but it must be brought to its conscious power through action. Reading of it, hearing stories of heroism, is not a substitute for acquiring the rudiments thereof through actual practice of sacrifice and denial in behalf of some just and righteous cause. Teach your child, first, a sort of home heroism, a desire to defend the members thereof against wrong and want. Next, teach him community heroism, making him feel a sense of belonging thereto and to possess a desire to do some

sacrificial act in its behalf. Teach him to defend the honor of his school, his church, his city, his State, with appropriate deeds of sacrifice. Teach him to understand how this great nation is founded on a set of ideals which call for sacrifice, loyalty, and acts of defense, both in times of war and in times of peace. Thus make it plain that some war-time incident might make it necessary for one to die for his country, but that the constant demands of peace make an habitual sacrifice for right principles an obligation on the part of every worthy citizen.

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Freddy's First Rescue	1	236	Robert the Bruce	8	387
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Defending the Fort	2	345	The Story of Nathan Hale	9	129
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The Story of Columbus	4	338	Andrew Jackson	9	236
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HONESTY

By Virginia Carey

The first step toward greatness is honesty.—*Proverb*

Little Frances Carrol looked at Dorothy Dale's new tea set. She thought she had never seen anything so pretty. There was a little teapot, a sugar bowl and creamer, and six tiny cups and saucers, all with sprigs of pink flowers on them. She picked up each piece, held it in her hands with wistful admiration, then carefully set it back on the tea-table. Why didn't she have a

tea set like that? She wanted one all her own.

Dorothy came from the kitchen with cookies and water. "The water is tea," she said.

As they played "tea party," Frances kept looking at the tea set, and wishing and wishing. . . .

When the time came for her to go home, somehow one of the little teacups found its way to her apron pocket. At home, she hid it among her playthings, but all the afternoon she kept thinking about it—it was such a pretty little cup. She did not tell Mother; she had a feeling that Mother might not want her to have it.

The next day Mrs. Dale paid Mrs. Carrol a hurried call. When she had gone, Mrs. Carrol called Frances.

"You haven't one of Dorothy's little teacups, have you?" she asked.

Frances' heart began to thump uneasily. Mother seemed so sad, she was frightened. She started to say, "No," but looking into her mother's face, she couldn't. Instead, she told her just how it had happened: She had wanted the cup so much that without thinking she had picked it up and put it into her pocket.

Mother told her to get the cup, and together they went over to Dorothy Dale's.

"You stole my cup," said Dorothy, accusingly.

But Dorothy's mother said, "We will forget all about it."

Frances had never been so miserable in all her five short years. Mother did not scold her, but all the way home something kept saying, "You stole—you stole—you stole."

When they reached home they found they had company. Miss Payne, Frances' teacher at kindergarten, was smilingly waiting for them. Frances wanted to stay and talk with her, but Mother sent her off for a nap.

Mrs. Carrol turned to her guest. "I have a problem for you," she said. Then she told her about Frances and the teacup. "Do you suppose she is going to be a thief?" she said wretchedly.

Miss Payne laughed. "Of course not. A child of her age has not yet developed a sense of right and wrong; she is primitive. All she knows is that she wants certain things because they give her pleasure and does not want other things because they make her unhappy. Whatever you do, do not lay a great burden of guilt on the child and make her feel that she has done a dreadful wrong. Many adult complexes can be traced to an overburdening sense of fear or guilt implanted in childhood. Talk to Frances. Show her that she does not really enjoy taking things that belong to other people—that it makes every one unhappy. Frances wants her little world to be a happy one. When she is a little older, she will be able to understand the moral question involved."

When Frances awoke from her nap, her first thought was that something was wrong—oh, yes, the teacup.

Then Mother came and sat on her bed, and she cuddled up close to her and they talked about little girls who wanted things. Mother understood all about it, and that heavy something inside seemed to go away.

"I feel glad inside now, Mother," she said, "but I am never going to do it again."

"An honest man's the noblest work of God," says an eighteenth century poet, and we must concede with him that the man who has chosen all his life to be scrupulously honest in thought, word, and act is one on whom the world can and does rely.

Recently a test list of questions dealing with problems of honesty was given to children. The same list was then handed to the parents of these children and the answers from both groups showed approximately the same ratio between whether or not it was right to do a certain thing. What is the lesson for us?

The child who is brought up in an atmosphere of honesty has much for which to thank his parents. But atmosphere is not enough. Very active, positive teaching is necessary on the subject of honesty. The little child has no comprehension of the difference between "mine and thine." But the meaning of his mother's gentle "That is Mother's; you must not touch," gradually impresses itself on his mind, especially if, as his sense of ownership begins to develop, his toys and treasures are not taken without asking his permission. Even a child of two years can understand that he must take only his own things and must not touch those belonging to his brothers and sisters. Small children love the mystery of a drawer, but a child of three or under can understand that while he may look at the contents of one drawer because they are his, he must not touch the others because they are his mother's.

When the child begins to run about and explore, there comes the temptation to take food—little cakes, a piece of pie or fruit—and it is better to put temptation beyond his reach while at the same time his young mind receives the impression that they are Mother's and not to be touched. If he is not given "tastes" of the things he is not yet permitted to have, the temptation of course will be much less.

Conditions should always be such as to avoid formation of the habit of dishonesty. But, if the

child does wrong, do not frighten him with words of condemnation or with severe punishment. Try first to get his "point of view." His natural tendency will be to tell with fearless truthfulness what he has done unless he has learned to dread severe punishment, in which case even his undeveloped mind may resort to lying. Instead of asking a small child: "Did Jackie do this?" the mother should use her power of observation, and not give him an opportunity to try to deceive her.

It is scarcely necessary to dwell on the importance of dealing honestly with the child. Promises made to him should be punctiliously kept; and if by any chance they must be broken the circumstances should be explained to him if that can be done. In any event an apology should be made as carefully as if he were of mature age.

During the school years, cheating at play or lessons needs to be guarded against. Children who have confidence in their parents will talk of the cheating by other children; and, while tale-bearing should be discouraged as a rule, these stories ought to be treated as confidences, and the dishonesty of the practices pointed out.

Sooner or later every child starts one or more collections, and the desire for additional specimens leads to exchanges. Your child will need the support of your belief in his honesty, for he will be sorely tempted to misrepresent his "wares" when he particularly wants the thing the other boy or girl has. Teach him that his reputation for honesty is worth far more than his whole collection. Thus will you lay the foundation for his honesty in dealing with the world in the years to come.

Coins or purses should not be left carelessly lying about lest a child should be tempted to take the money either to swell his savings or to display generosity to his playmates. Teach the child to be honest, but put no temptation in his way.

At the "gang" age parents may be startled by an outbreak of "swiping" by a group of boys who would be horrified if accused of stealing, but who need to have the dishonesty of the practice brought home to them. His father should talk to him man to man about the offense and appeal to his growing desire to be known as "a good citizen." Punishment is not as effective as changing the child's point of view.

With the adolescent age it is time to begin to teach that honesty consists not only in not taking what does not belong to one, not only in not cheating, but also in doing honest work at school or college and not just "scraping through"; giving full value in time and work to one's employer as well as honest material and honest weight and rigid honesty in speaking of one's neighbors.

Conscience as it develops is an active factor in developing this honesty. We should not be honest merely because "honesty is the best policy." Let us teach the children that no upright, honorable, self-respecting, conscientious man or woman will soil his conscience with the touch of anything that approaches dishonesty. Honesty and truthfulness are twins and they are always found together. Honest acts and truthful speech leave no loophole for deceit.

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The Story of a Tailor	1	364
Gay Feathers and a Beautiful Voice	1	376
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The Boy Who Went to the North Wind	3	212
The Handmill Behind the Door	3	232
The Wonderful Mallet	3	260
The Apples of Idun	3	327
The Fox Who Had Lost His Tail	3	370
The Ass in the Lion's Skin	3	377
The Wolf in Sheep's Clothing	3	382
Why Jimmy Skunk Wears Stripes	3	394
The Statue of Bartolommeo Colleoni	4	152
Tom, the Piper's Son	4	199
The Inspiration of Lincoln's Life	4	347
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The Porcelain Stove	5	245
Old Grimes	5	344
For a' That and a' That	5	345
How Did You Die	5	351
A Ballad of East and West	5	393
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The Child of Urbino	9	38
The Walking Purchase	9	145
Patrick Henry	9	174
Benjamin Franklin	9	204
Abraham Lincoln	9	250

HONOR

By William A. McKeever, A.M., LL.D.

Honor is like the eye, which cannot suffer the least impurity without damage; it is a precious stone, the price of which is lessened by the least flaw.—*Bossuet*

Honor, to stand high in the esteem of one's fellows, to rank high in the scale of study or endeavor, to be placed high among those who sacrifice their personal desires for right and principle—this is to possess honor.

Now, in the matter of teaching honor to our children, perhaps we should reverse the order as given above; that is, first teach our boys and girls to be honorable in the practice of standing for the right. For example, what does it mean to stand for the honor of the school which your child attends? Is it not to appreciate its good name and reputation? Is it not to perceive that this honor of the school is really an expression of the pupils thereof? Is it not to understand that a stand for honor and right must be made a very personal matter on the part of each?

Then, there is the problem of the so-called honor student, a matter which we might well adjust better than we have done. Who is the honor student, and why is he an honor student? Is he one who with his whole life does credit to the reputation of the school? Or is he one who exalts its worth merely by showing high rank in a few studies? When we consider practical matters the word "honor" probably comes up more frequently in connection with the class grades of children than in any other connection.

Of course, you will allow your child to esteem and praise the honor student, but you will also do well to safeguard him against the possible jealousy and sense of injustice. If we could but list as the honor pupil the one who ranks highest with his whole life—his play, his home helping, his ability to work with his hands, his honesty, his moral conduct, his sympathy, his religious behavior, and the like—if we could only establish this complete program of living as the basis of honor for the pupil, it could be made a mighty influence for growth of splendid personalities.

How helpful it would be, also, if every child were taught to believe in his possibilities as to attaining honor in some worthy line. Your fellows will esteem you, will honor you, my boy, in case you do some one thing bravely and well. There is honor in excellence in athletics, and we often award the "letters." There is honor in studies, as school awards so often indicate. There is a positive honor in common industry or mechanical skill, as the records should—but too often do not—make plain. There is a genuine honor in sacrificial home helping, as the reports—sad to say—almost invariably neglect. Thus I should explain, admonish, argue, in a sort of dialogue conversation with my child, till he grasped the varied and larger meaning of honor.

Finally, what we must aim at here is not merely to have our children stand high in the esteem of their fellows, but to be in all respects worthy of that esteem.

There is at the present day too much false honor. There is too much heaping honors on the few and neglecting the possible honors of the many. There is too narrow a scale of honor to do justice to the needs of all classes. Let us seek to establish a point of honor, a consciousness of self-esteem and of deserved public esteem, in the personality of every boy and girl.

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The Battle of the Birds	3	247
Pandora	3	291
The Apples of Idun	3	327
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The Maids of Honor	5	26
The Melon-Eaters	4	48
The Strawberry Girl	4	58
A Young Breadwinner	4	70
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The Round Table of King Arthur	4	100
The Castle of the Maidens	4	104
St. Elizabeth	4	105
The Inspiration of Lincoln's Life	4	347
Wee Willie Winkie	5	176
The Man Without a Country	5	225
The Porcelain Stove	5	245
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The Story of Cuchulain	5	297	The Story of Nathan Hale	9	129
Paul Revere's Ride	5	309	How a Woman Saved an Army	9	133
Warren's Address	5	311	Molly Pitcher	9	136
The Charge of the Light Brigade	5	312	Johnny Appleseed	9	139
The Bivouac of the Dead	5	314	Patrick Henry	9	174
How Cincinnatus Saved Rome	8	271	William Penn	9	183
Beowulf	8	273	George Washington	9	197
Childe Horne	8	278	Benjamin Franklin	9	204
Roland	8	319	Lafayette	9	215
The Story of Pindar	8	350	Paul Jones	9	219
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The March of the Ten Thousand	8	365	Perry and Lawrence	9	228
William Wallace	8	385	Andrew Jackson	9	236
The Boyhood of a Story-Teller	9	1	The Adventures of Lewis and Clark	9	240
A Nurse's Girlhood	9	6	Marcus Whitman's Ride	9	244
An Inventor's Boyhood	9	10	Abraham Lincoln	9	250
The Boy Who Was Helped	9	13	Robert E. Lee	9	256
The Boyhood of a Discoverer	9	15	U. S. Grant	9	262
The Boyhood of a Patriot	9	22	A Man Like a Stone Wall	9	267
The Boyhood of a Statesman	9	26	Dewey, the Hero of Manila	9	270
The Boyhood of a President	9	30	Theodore Roosevelt	9	274
The Child of Urbino	9	38	John J. Pershing	9	284
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Queen Clotilda and King Clovis	9	89	Sir John Macdonald	9	344
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SENSE OF HUMOR

This world would be a great groaning machine if God had not sent humor to make its wheels run smooth, and sparkling wit by which to light a torch that should guide a thousand weary feet in right ways.—*H. W. Beecher*

"LIFE," says Jay William Hudson, "must expect us human beings to cultivate a generous sense of humor, since she is so fond of broad jests at our expense. The trouble with Life is, there are times when you can't tell whether she is genially poking you in the ribs, or stabbing you with one of her ghastly mockeries. Perhaps it's best for you to laugh back at Life in any event, and pretend it's all the same to you!"

Humor is the faculty of laughing with the other man when he falls into some incongruous position. Laughing with the other man, not at him, involves a quiet survey of what is going on around us, seeing things in their setting, and being amused at what seems to us to be out of place. A sense of humor implies the power of sensing incongruities, of discovering the funny side of unexpected relations by a quick fancy, and the power of making others see a joke with us. Laughter is the language of humor, and these are perhaps two of the strongest factors in our lives. They help us to dismiss petty annoyances. They give respite from great sorrows. They drive us to be companionable; for, though sorrow may mourn alone, mirth pines for company. Moreover, a good laugh is a splendid nerve tonic, and humor adds a zest to the daily tasks. It is a saving grace that helps to keep happiness even on the very brink of adversity.

Children begin early to see the funny side of things, and this sense of humor should be developed by cultivation. We should see that smiles, fun, laughter are the daily accompaniments to the family meals, with Father, Mother, and all the children taking part. Playing with words helps to impress shades of meaning on childish minds. Matching wits with each other and with "grown ups" is good exercise for the little folks. That child is blessed who has a teacher who indulges a sense of humor in both herself and her pupils. And if a sense of humor is encouraged in these same children at home, they are likely to develop a clean wit that is a joy.

Amusements such as plays, picture shows, or a

circus of the old-fashioned type with the clown and his antics are a part of the education in humor that children should have. But they should be accompanied by their parents or some other adult, and should not be taken to see anything of a vulgar or doubtful character. There is much clean fun in the world, and anyway we do not need the dirty kind.

Laughter has its pitfalls. An old French proverb says: "A man may be measured by what he finds amusing." Because children laugh so easily there is danger that they will laugh over triumphs, or teasing, or the misfortunes of others. Such laughter should be suppressed. Creating laughter at the expense of personal peculiarities in others is mean and ill-bred because it causes hurt to the victim. But it is worth while to teach children to find humor in the minor accidents or embarrassments that happen to them. It is easier to lead the laugh at our own expense than to join in after some one has begun it—although better to be late in laughter than not to laugh at all. Such a sense of humor is a strong reforming agent. A well-developed sense of humor, if called upon, will disperse ill temper as the sun drives away the thunder clouds.

It takes time for a child to learn to do this automatically. It requires experience and much wise counseling before he knows what constitutes worth and what is ridiculous. It needs patience to obtain the self-control that will "laugh only as love does laugh."

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IDEALISM

By William A. McKeever, A.M., LL.D.

Our ideals are our better selves.—*A. Bronson Alcott*

"Ethel, what are you going to do when you get to be a grown woman? Whom will you be like?"

"Lucille, what kind of house are you going to live in when you get one of your own? What will you have in it?"

"Archibald, how are you going to see the world when you get to be a man? What country would you visit first?"

"William, what are you going to do to make people happy when you are grown and have your own money to spend?"

Thus you teach your child to dream day-dreams and to produce visions. The play of the childish mind here should always deal in perfections, in so far as they can be pictured. Not merely an ideal or two, but idealism—the habit of formulating ideals for every department of life and work—should be your goal of instruction.

Life is not only what we make it but what we think it. "As he thinketh in his heart, so is he." To be at our best we require an ideal world as well as a real world to live in. But the ideal world, rightly pictured, tends all the while to change the real, making it a better and happier place in which to dwell. Your child will easily fall into the habit of painting ideal pictures of the affairs of his every-day life, and he may be taught to adapt himself to these.

In the practice of teaching your child idealism include ideals of character, ideals of possession, ideals of achievement, and ideals of service. If you emphasize only one of these and omit the others, the training is likely to be one-sided. Our personalities are all inclined to become a sort of patchwork at best. It is a matter of prime importance to have the young grow up under a balanced program of training and guidance, with a versatile type of citizenship in view. The four types of idealism named above—whenever put into practice—will contribute to that end.

"Where there is no vision the people perish." Where there is no idealism the individual grows weak or hopeless. The finest soul nurture with which you can supply your child is constructive idealism. But you can best build an ideal as you would a house, namely, by using plans and specifications. Help your child to select the right materials for his mental structure. Help him again and again to exchange the old for the new. As he passes from one age and its interests to the next, you will find it both necessary and practicable to assist him in making over all the larger ideals of his life-to-be.

Also, do not forget to allow a wide range of elasticity to the idealism of your growing young. It will not become a matter of disparagement if he drops an old vision entirely out of the mental field and pictures a new one of entirely different tone and texture. That is merely an indication of the natural growth and change. After you have worked over the materials of an ideal; after you have done all you can to make your child see the picture of his future as you believe he ought to see it, then accord him the inviolable right to make the picture over as his inner voice and vision may lead him to do. The mental highway is thus made safe and secure for him.

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Ideals are the world's masters.—*J. G. Holland*

IMAGINATION

By Anne Goodwin Williams

National Kindergarten and Elementary College

The foundation of talent is imagination.—*Alexandre Vinet*

When my boy was only four years old, I began to punish him every time he told a lie. It took great persistence to cure him, but now he is the most truthful child you ever knew. You can depend upon his word every time." The father spoke with great pride, ignorant that the merry little lad next door who was the companion of his own sullen boy had also passed through three years of "romancing" but with no punishment for lying and consequently no unhappy memories to carry into later life.

Every little child passes through a mental stage when he finds it difficult if not impossible to distinguish between memory and imagination.

Five-year-old Harold spent a very happy day with little Jack whose mother had so tamed a squirrel that it came to the window and ate from the children's hands. "Wouldn't it be fun if it would come into the room and play with us?" "Yes, and get into the doll's bed and sit in a chair and eat from a table." Each child made his contribution to the delightful romance. Two or three weeks later something was said in Harold's presence about squirrels, and immediately there came to his mind all the memories of Jack's squirrel. Memory and imagination became confused so that the little lad thought he was telling the truth when he told of the squirrel which had eaten from his hand, slept in a doll's bed and sat in a chair, and he naturally resented as an injustice the punishment which followed.

"What is truth?" four-year-old Margaret asked earnestly of a loving friend who rebuked her for not telling the truth. The friend, by definite illustration, helped her to understand the difference between fact and imagination, and for several weeks the child's stories were followed by the question, "Was I telling the truth that time?" Finally she was able to distinguish the difference and her imaginative stories were introduced by, "This isn't true but—" "Once upon a time," etc. So she lived in her make-believe world joyously increasing a very valuable mental power, yet being saved the reproof and punishment too often meted out to children who are not understood.

Miss Elizabeth Harrison in her book, "Misunderstood Children," told of a little girl who prayed in her own simple, childlike way that the wonderful gift of imagination might be taken from her because of the scorn and ridicule with which the teacher of geography treated her attempt to picture Arabia, about which she was studying, instead of merely bounding the country. "Please, God, help me not to see people and animals in Arabia instead of an old map on the wall," she prayed.

Fortunately that little girl's prayer was not answered; and her imagination developed and was so guided and controlled by a wise and understanding mother that when the child grew to womanhood she was able to use that imagination to write stories which have brought joy to thousands of little children.

The world of imagination is really the kingdom of the little child, in which he lives with the companions we adults choose for him. Let us help him by telling him of the great heroes of history and literature, and cease to acquaint him with the cruel villains and coarse buffoons of the movies and the newspaper headlines. During their early impressionable years, children are influenced more by their imaginary companions than by the actual children with whom they come in contact.

"Let's pretend," the imaginative child says over and over again. "Yes, let's pretend," the wise mother answers, and jokingly may add, "Let's pretend that we are fairies and that all the specks of dust are wild animals for us to chase."

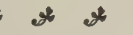
Let us pretend and pretend with the children, and be thankful with reverent, humble gratitude when we as grown men and women are allowed to re-enter the wonderland of childhood, living with the little people and guiding them in their use of this very great gift of imagination.

Children do not hesitate to transform playmates, or even themselves, into realities (real enough, however, to them); and sometimes they invent purely imaginary playmates, give them names, and for weeks together talk and play with them.

Out of these infantile fancies, enlarged and regulated by culture, come the songs of the poets, the compositions in music and the other arts, and the bold flights of science, invention, and commerce; it is a faculty well worth cultivation. Imagination is, in truth, the mother of ambition

and its success. By it the mind pictures the future and forces the results of energy and perseverence applied to a certain end. The goal and its rewards are vividly pictured, and also the difficulties which a brave man considers only long enough to defeat. Without imagination no creative work could ever be accomplished, or good cause advanced.

Plainly, it is worth while to nourish such a wellspring of energy and bring it under control, for its best work is done in the harness of judgment and reason.



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The imagination is God's self in the soul.—*H. W. Beecher*

The imagination, give it the least license, dives deeper and soars higher than nature goes.—*Thoreau*

Imagination rules the world.—*Napoleon I*

IMPARTIALITY

By William A. McKeever, A.M., LL.D.

Impartiality is indispensable.—*Noah Webster*

Partiality is a word which we hear many times in the course of our relations with others, in the home, the school, the community. Parents are accused by one child of being partial to another. Teachers are reported as having their favorites. The leaders of the young everywhere are being watched with the purpose of catching them in some act of discrimination against one person or faction in favor of another. What ideals, what practices can be set up in the home, tending to counteract the thought of partiality?

Let us suppose you have three children: Donald, Helen, and Robert, aged respectively twelve, ten, and eight. "Donald," you say with a mild suggestion of challenge in your voice, "you let Helen use your knife for an hour, but, how about Robert, who wishes to borrow it for a short while?" "Helen," you ask on another occasion, "are you playing fair with Robert in the sharing of your gifts? Then, why did you give Donald three chocolate drops and Robert none?" "Robert," you again say accusingly, "you have let Donald use your coaster all morning, and now you will not let Helen have it at all. Why is that? I expect you children at all times to be fair and impartial with one another."

Thus you challenge every unfair deal at the time it is being carried out by your child.

So-called partiality is often a misunderstood portion of some larger truth which does not appear on the surface. In the majority of instances the cry of "partial" is based on this incomplete evidence. Ask your child why he discriminates against another, what his full purpose is, how he plans later to make matters right. In other words, ask him for a full explanation of his partiality; and he may prove that he intends to make matters right by some later scheme or deal. "Yes, I let Donald have my coaster all morning, but Helen had it a long time yesterday," your boy Robert replies to the question above.

You will find that your children at heart aim to be fair in dealing with one another. After you have admonished them mildly in respect to the matter, see that the deeds and motives of one are always made clear to the others. It is lack of understanding, lack of frankness and openness of dealing; it is lack of displaying the intended program of impartiality—"to be misunderstood is to be despised"—it is this partially displayed truth which lies at the base of many an accusation of impartiality. Trace out the facts. Run down the situation. Require each child to explain and justify himself in case of any cry of partiality. The few charges of unfairness not yielding to this method of treatment can be handled through corrective instructions and penalties.

Often one of your children will be partial to the one who demands most of him and will slight the one asking the least. Here you will serve the demands of justice with a quick, firm decision, and for the good of all concerned.

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INDEPENDENCE

The man is best served who has no occasion to put the hands of others at the end of his own arms.—*Rousseau*

See also Self-Amusement, Self-Confidence, Self-Direction

Let us take the word "independence" apart and rebuild it. "Pendent" is from the Latin word *pendere,* to hang, and means hanging. A pendent earring or breastpin gives the meaning. "De" is also from the Latin, and means down. To be dependent, therefore, means to hang down. Anything that fastens itself to a support and then hangs on it is dependent. A dependent child is one who hangs on some one, usually on Mother. If the child is to be amused, the mother must amuse him. If he is to be dressed, the mother must dress him. If he is to walk, the mother must lead him. If he is to eat, the mother must feed him. "In," the first part of the word "independence," was the last to be added to it. "In" is a prefix of Latin origin, and has the negative force of "not." The independent child is one that does "not hang down," one that cuts loose from a support and acts for himself. Self-help, self-amusement, self-dependence.

When the child comes to the toy age a new world of opportunity opens before the mother. Toys, if properly selected, are among the very best means of adding the prefix "in" to "dependent."

"DO-WITH" TOYS

The mechanical toy leaves nothing for the child to do; it is too near perfection. The child has an instinct for doing something. The simple "do-with" toy awakens the instinct of independence and suggests a motive. A story will illustrate our meaning.

Animals do wonderful things without being taught. Each in its own line inherits an education—an education which, in common language, goes by the name of instinct.

A college professor in Maine tells how he convinced a friend who did not believe that beavers could build dams. He bought a baby beaver of a hunter, and sent it to his skeptical friend.

The creature became a great pet in the house, but showed no signs of wanting to build a dam, until one Monday morning a leaky pail full of water was put on the floor of the back kitchen, where the beaver was dependent upon Bridget for amusement. He was only a baby, to be sure, but the moment he saw the water oozing out of a crack in the pail he scampered into the yard, brought in a chip, and began building his dam. Now he was *independent.*

His owner was called, and he watched the little fellow, very much astonished at what he saw. He gave orders to have the pail left where it was, and the industrious beaver kept at his work four weeks, when he had built a solid dam all around the pail. To have built the dam for the baby beaver would have been a fundamental mistake. A little stream of water on the floor, a chip in the yard, plus the instinct to build a dam, and the *dependent* beaver became *independent.* Instead of an expensive dam to amuse him, he had a little stream of water and a "do-with" chip.

The "do-with" toys show parents that their children have a normal play impulse which can be more easily gratified by a few simple toys that tend to inspire the child's imaginative, inventive, and independent nature than by all the most expensive and complicated mechanical toys in the world.

MOTHER'S APRON STRINGS

Mother's apron strings have been much abused. Her apron has two strings. As the child grows, one string should be slackened until the child feels his freedom. This is the string of independence. The other string should be tightened as its companion string is loosened. This is the string of obedience. Independence and obedience can be exercised in harmony.

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INDIVIDUALITY

By William A. McKeever, A.M., LL.D.

God gave every man individuality of constitution, and a chance for achieving individuality of character.—*J. G. Holland*

Cultivate individuality in your child. Encourage him to display some interesting peculiarity of speech, manner, or dress that will tend to set him off against the crowd. Observe the faces and the forms of the many who pass—no two alike. And, yet, what is it that makes the distinction in each case? Try to discern this feature in others, and then attempt to discover what might best distinguish your boy or girl from the crowd.

Listen in on his speech. You may detect a peculiar manner of phrasing or of accenting his words. It may be a mere drollery. Praise it. Preserve it. Teach others to recognize it as his label of worthiness. "Just so," is the mannerism of a much respected college professor whose admiring students have been numbered by the thousands. The person who can use the vernacular in a slightly different way from the common crowd is worthy of much credit—provided his mannerism is fitting and pleasing.

Look at the adornment. A certain attractive high-school girl always wore a tiny pink ribbon in an odd place on her dress, usually the shoulder. Asked about it she always replied, "It is to keep my friends from looking too closely at my face." However, it had a peculiar subconscious history in her life. A twelve-year-old schoolboy, a "snappy" player in the game of baseball, always wore his cap diagonally, "So as to be sure to see the ball coming," he explained with a grin. But he also wore it that way on the street and on the way to church.

Notice the living room. The youth who stretched his pajamas against the wall of his room and pinned an American flag over the seat of them, was not degrading the national emblem, but was trying to attract the attention of his friends who called. He was original! No harm done, and he deserved encouragement in his trying to be different in some way from any one else in the world. Your girl's living room, your boy's den, should display marked individuality. Give time, opportunity, and praise to all such ideals.

Observe your child at work. Your girl may have a peculiar way of setting the table or of doing the dishes. Your boy may display a strange mannerism in mowing the lawn or cleaning up the backyard. Be careful that you do not spoil a thing of beauty by enforcing your whim or mannerism in a situation where a different kind of individuality is budding. Rather than compel the child to do his work your way, praise him for doing it his way. Life for all is at its best when doing its work with the minimum of outside interference.

This earthly career of ours is made interesting because of its many changes and varieties. Unconsciously, we go on our way with a tendency to repeat, to form fixed habits, to get into a rut. But the fresh, versatile individualist steps in all

the while to save us from the depressive effects of monotony. Someone presents a new idea. Someone makes a new kind of display of the peculiar disposition which the Almighty has placed within him, and through his behavior we are cheered and inspired and comforted.

Give your child a full opportunity to be "different"—in his play, his work, his social manners, his religious methods. Praise this feature, present it to the attention of others, and so make it his mark of distinction, of individuality. There is a peculiar angle of behavior possible for every one.

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Individuality is one of the first developed and most active intellectual organs of the young.—*O. S. Fowler*

INDUSTRY

A man who gives his children habits of industry provides for them better than by giving them a fortune.—*R. Whately*

Never depend upon your genius; if you have talent, industry will improve it; if you have none, industry will supply the deficiency.—*John Ruskin*

NO ONE is ever perfectly idle, excepting when he is asleep. Although the hands and feet may be idle, the brain is always busy. If it is not busy with study or some useful occupation, it is busy with dreams and fancies. By industry we mean an activity that is designed to be useful to ourselves or to others. The foundations of the American people were laid by men and women who practiced industry and trained their children to do likewise.

There is just as much need to-day for this very practical virtue in home and business life as there was a century and a half or more ago. The ideal home is that in which every member shares in the necessary work. "No drones in our hive" is an excellent family slogan.

Children naturally imitate their elders. When Mother sweeps and dusts, the little boy or the little girl in the family, even the one hardly able to walk, is likely to want to do something with the toy broom and small brush and pan. If an older child is assisting Mother, this desire to imitate is likely to be more pronounced. Even if the little folks are more or less in the way, even if their interest is soon lost, the help they offer must be accepted, not for the mother's sake, but for the sake of the children themselves. The offer to help is the seed from which the plant of Industry grows.

Duties should be suited to the age of the child. The thought that they are working for Mother, for those they love, will be an inspiration. At three or four years of age they can begin to help older people by dusting, brushing up, helping with dishes, etc. At four or five years of age they can make presents for friends. From six to nine they can begin to do "chores" regularly, to dig in the garden, to do weeding, to do ironing, to wash dishes, and to care for small animals. From nine to fourteen they can begin and continue housework, taking care of large animals, hanging out clothes, cutting grass, pruning trees, hoeing, sewing by hand or on a machine, general care of the house, and many other things, depending on their home and surroundings. Both boys and girls should be taught to be helpful and useful, and, if possible, to love work—that is, really to enjoy the work they are doing.

In the early years children should be taught that all honest work—be it work of the hands or work of the brain—is noble and proper and honorable. To be a drone, to be a loafer, is mean and ignoble. They should be shown that all great and successful men and women have been great workers—that they will succeed in proportion as they work with hands or brain. And so they should be taught to do honest work in mastering school and college studies, and in reading good books.

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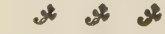

It is a delusion to believe the world owes you a living.—*Roy L. Smith*

We are born into a world which pays few premiums to lazy men. Providence seems to design that no man shall gather who does not sow and tend.—*H. W. Beecher*

Nothing so difficult but may be won by industry.—*Terrence*

INITIATIVE

By William A. McKeever, A.M., LL.D.

The world reserves its big prizes for but one thing, and that is Initiative. Initiative is doing the right thing without being told.—*Elbert Hubbard*

Test your child early as to his initiative, and covering every phase of his life. Somewhere along the range of his interests and activities you will discover impulses and tendencies to push ahead and undertake new types of performance. When this urge first comes it is perhaps the best time to open the way for achievement. Initiate literally means "to go into"; but in practice we have made it mean "to go at anything with self-originated, self-directed energy."

In case of small children, it is the duty of the parents to arrange the conditions and to open the way for the little one's initiatory action. From lack of experience he does not easily see how a matter can be undertaken; that is, he cannot readily visualize the action in advance. "There are your blocks, now build a house for Mother and Father to live in." "Take Harry and Arthur out and show them how to roll on the lawn." "Here, Sister, show me how nicely you can work your initials in these two new handkerchiefs." "Well, Charles, now that you are through high school and ready to go to work, get busy and apply for about a dozen good positions. Try your best at each place, and perhaps one out of the twelve will be open for you."

Initiative is thus developed—as indicated by the foregoing statements—through the arousing of an idea of action the young learner of life's way is incited to act. His impulses, his interests, his emotions, his visions, are all involved. He is helped to get a clear idea of some particular thing to do, and this vision of an act becomes compelling. Such incitements are comparatively easy if undertaken early in the life and experience of the learner, but if he once gets the idea of hanging back, this balking seems more and more natural, and finally it becomes an obsession. The world is filled with men and women who no longer have courage sufficient to rise in a meeting and ask a question. They have a feeling of being held back, which is a palsy of social sensitiveness or "stage fright."

So, teach your child to start something in some department of his daily life. Few will ever acquire initiative in all matters, but all may be taught initiative in several important lines. No matter what the age or grade, no matter what your child may be doing, keep the problem of initiative constantly before your attention. Continue at every turn first to fix conditions so as to appeal to the learner's vision or his thought of definite action. Then, say the word, give the signal, express the admonition best suited to start him into action of an original, independent character. After this first "breaking the ice" the child will perhaps require no further support or backing in order to launch himself into any desired action.

Initiative, invention, originality, discovery, independent action, aggressiveness, moral courage, self-reliance—all of these, the parents must understand, will tend to follow as developing aspects of the young life, after initiative has opened the way.

The importance of this initial step in a possible successful career will therefore be clearly seen. The wise and prudent attend carefully to the matter of giving the child's power of initiative its first definite incitement.

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INTEGRITY

By William A. McKeever, A.M., LL.D.

Integrity in youth is almost certain to become wisdom and honor in old age.—*H. W. Shaw*

Wholeness, solidity, substantiality, firmness, and reliability in all common tests and requirements—this will give us some idea of the exalted meaning of integrity. It implies a courageous program of training for any young person. Perhaps we may teach integrity more or less indirectly, and without the full consciousness of the fact on the part of the one who is taught.

As a first step in the training of your child to be a solid, responsible personality, see that he has some opinions and decisions of his own which he will firmly hold to and even contend for. Ask why he acts in a given manner, believes thus and so. Require him to take a stand on matters which come within the range of his experience and understanding, and then respect him for his belief. Be slow to break down his opinion on any subject. Give explanations rather than arguments, and so convince him step by step of any erroneous position he may hold.

Pride and sense of honor are involved here. Parents often destroy the possible integrity of their young by breaking their spirit or by habitually showing disregard for their purposes and decisions. You continue to doubt the power of your child to act on his own judgment and to take a stand as based on his own opinion, and at length he doubts himself, loses his self-respect, yields his integrity.

The one whose integrity is constantly assailed

during the formative years is thus invited to become cringing or dissolute. The boy so treated will likely remain all through life some person's "hired man." The girl so abused will likely develop at best only as far as the "clinging vine" stage of womanly achievement. These will have no opinions or claims of their own which they will have the courage to defend.

Sense of honor, sense of being right, habit of frankly facing difficulties, willingness to be observed in an error, desire to work for a cause and to stand for the truth, "steadfast, immovable, always abounding in the work of the Lord"—these ideas of firmness and solidity come to us when we think of integrity as a quality of the unfolding character.

But the integrity, the wholeness of the personality of your child, will depend on his age and his present interest in life. We must respect these matters, and not require him to stand for any position or cause which is "over his head"; that is, too advanced for him. We should expect a thirteen-year-old boy to lack stability and integrity in the matter of taking a stand on a life work, for example. He is yet too young to have more than a vague idea about such affairs. If this young learner, however, possesses a substantial idea as to how the game of baseball should be played, and can defend his position with solid arguments, then he may be accredited with having integrity.

If your twelve-year-old girl has a clear and firm belief as to the proper behavior of her young clique, and can explain her position with decisiveness, you may accredit her as being sound and substantial to date, with a promise of higher integrity for the future. Establish in her the habit of being firm, responsive, and reliable within the sphere of her own knowledge—and she is on the way to integrity.

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INTEREST IN OTHERS

By William A. McKeever, A.M., LL.D.

Anybody can live in a bigger world by taking a wider interest in people.—*Roy L. Smith*

"Look, Dearie, what is Brother doing? Let us watch him awhile and see if we can understand how he is trying to make a track for his engine."

Thus you may carefully call the attention of one child to the operations of another. And whenever you undertake to impart such a lesson, see the matter through. Observe the movements, the details, and the apparent purpose of the performer. Make the lesson one of human interest. Always see the act of your child as an attempt to carry out a plan and to express the personality.

"Thomas, when your teacher kept all the boys of your classroom after school to-day, what was she trying to do? Did the boys feel better or worse toward her, after she talked to them? Does she seem to want to please and help you boys, or does she appear to be trying to hinder you? Tell me what she said, and what the boys replied."

"Rachel, I wonder if we are sufficiently interested in Father, or if we are merely looking upon him as a sort of meal-ticket for the family? He is away from us all day, works very hard to keep the business going, says very little, and never complains. Also, he is meeting all the family bills. Now, I wonder if it would not cheer him and help us if we should show more real interest in his business. Let's ask him to tell us about it."

Thus you may bring the attention of your none-too-unselfish sixteen-year-old daughter to an often under-appreciated member of the family. The study of human interest, in other words, like charity, should begin at home. Teach every member of the household to understand and appreciate every other member—by having each examine and evaluate favorably the best work of all. You will find it a matter of no little difficulty as well as of much interest to cause the children rightly to appreciate their parents. Just how do they regard you, and how do they come by their opinion? Are they saying to their schoolmates, "My mother is old-fashioned," and, "My old man is a back number"? Bring them to an interest in you in your right relations to the whole business of the family.

Similarly, you will lead your child to understand the work, the efforts, the point of view of others outside the home. Always make the lesson constructive. Discourage criticisms of others merely for the sake of gossip and fault-finding. Point out to your child the best you can see in his associates, and encourage emulation rather than rivalry. "Abbott, you know how much we enjoyed Elmer Johnson's solo given at the recital last night. When you see him to-day, be sure to remind him of our pleasure, will you?" Thus you direct attention to the best in others and make the matter a point of discipline.

"Rachel," you might well say to your sophomore daughter, "what are the other girls in your class trying to do? How are they getting on with their work? What is hard for them, and what is easy? Does the teacher seem to understand them all pretty well?" So you lead the issue, always going into details, and asking for definite expressions, based on observations of another. Whenever your child has been led to discover the methods, the acts, the motives of another, you may be assured that he will become interested in that other. Direct his interest to the positive and not to the negative.

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JUDGMENT

By Edith Lochridge Reid

Judging is balancing an account and determining on which side the odds lie.—*J. Locke*

Much of the inefficiency throughout the business world to-day is directly due to the lack of proper early training in the home. No business system or course in salesmanship and technique can ever quite overcome the habits and mind development acquired while the individual was passing through childhood and the most impressionable years of his existence.

One Monday morning I discovered that I was out of laundry soap because Jennie, our laundress, had not reported the fact before she left the previous week. There was just time for Robert to go to the store before school. "Get five bars of M. B. Laundry Soap," I told him as he started off. Meanwhile Jennie sat around waiting, all because she hadn't told me about the empty soap box the week before. However, while this fact is not exactly the point I am making in this article, yet nevertheless it proves that Jennie had not been taught to use her judgment when she was small.

But to go back to Robert. In the course of time he appeared in the kitchen with empty hands. I had told him to get M. B. Laundry Soap, but the store had none, and although the grocer wanted him to take the next best he decided not to spend his money for something I hadn't told him to get. Now Robert is nine years old, and he knew that the washing could not begin until we had the soap. But there were only twenty minutes between then and school time, so I dispatched Jennie herself for the soap and used ten minutes in trying to impress upon Robert when *not* to conform to implicit obedience. I showed him how to reason that the washing was soaking. And that there wasn't any soap in the house. Jennie was waiting. The clothes had to be washed. And to get them clean we must use soap.

Now it would have been much easier to have said, "Oh, Robert, run along to school; you do use such poor judgment." But some day Robert is going to work for an employer. And that employer will not always be on hand to tell him what to do when the right kind of material is not available. That employer will hire him for that very purpose, namely to do his thinking for him and take some of the responsibility of his department. We can't always get the kind of soap we ask for in this world, and we must make quick decisions and wise ones in choosing the next best thing.

But I was rewarded the very next week. The soap ordeal made its impression on Robert.

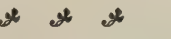
One evening "Daddy" telephoned out that he was bringing home a guest for supper. My first thought was, "No bread." So I sent Robert to the store for two loaves of bread. But it was late in the day, and the store had nothing left but graham bread. Robert walked out and started home, then he reflected—actually reflected—as I had suggested to him. There was no bread in the house. A guest was due. Something in the nature of bread food was necessary. So he returned to the store and said he would take the graham bread. "Two loaves?" asked the grocer. Again Robert used his brains. Our family does not care for graham bread. So we would not want any left over for the next day, and he came home with one loaf. I was so pleased I could have hugged him for joy if I hadn't been in such a dreadful hurry to get a hasty meal prepared. But the next day I had a nice talk with Robert, and I found that he had reasoned about the bread question just as I have indicated above, and he said: "Mother, I would have come home without *ANY* bread and the store would have been closed before you could send me back, *IF IT HAD NOT BEEN FOR THE SOAP.*"

How I did feel repaid for taking that few minutes on a busy Monday morning to explain how to use good judgment!

Mothers and teachers can recall instance after instance similar to the two mentioned when a child had to make an independent decision. If he had been wisely trained he made a wise decision. If not, he probably came home without the soap. It pays to have patience and spend a little time teaching logic even to the tots. Eventually the time saved by such instruction will be multiplied a hundredfold; and even though we get no immediate results, we owe it to the future of the boy and girl to expend this energy in stressing the vital importance of using good judgment. If they do not learn to weigh and measure and decide

things for themselves at the impressionable age, they will not have this faculty developed when they are grown.

We must remember habits are not mushrooms that grow over night. They are oak trees that must be planted many years before they are actually needed for shade. But the acorn must drop where the soil is fertile.



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They, Judgment and Reason, have been grandjurymen since before Noah was a sailor.—*Shakespeare*

Fools measure actions after they are done by the event; wise men beforehand by the rules of reason and right.—*Bishop Hale*

SENSE OF JUSTICE

A sense of justice should be the foundation of our social qualities; in our most early intercourse with the world, and even in our most youthful amusements no unfairness should be found.—*Hugh Blair*

CHILDREN show a natural sense of justice, so far as they themselves are concerned, as early as the third year. They look for fair treatment of themselves and will accept punishment without resentment if they have done wrong, but they resent it when they have merely erred in judgment or in reason, or have had an accident. If Mother leaves a treasured vase on a porch table, and a child "bouncing" his ball near by knocks it over, that is an accident. If he tries to remove it to safety and it is broken, that is an error in judgment. But if the "accident" happens through disobedience to a request to play on the lawn, that is naughtiness. We need to make such distinctions when teaching children, and we must be absolutely free from favoritism. If we are just in dealing with them, we can develop in them a real love of justice, or fair play, and a desire for a "square deal," all of which really mean the same thing.

The child in his third year is old enough to learn that the favoritism of his babyhood must give way to a due regard for the rights of the other members of the family. This is the beginning of a feeling for a sense of justice to all, in no sense difficult to instill in a small child. But it should be done through example rather than words. We must in all cases accord justice to him and then demand that he treat others fairly. If we do so we shall be in a fair way to promote agreement between the children.

To be just and fair is absolutely necessary, and while it does not always seem a simple matter, it is possible with a little trouble on the part of the parents. It would be a good thing if parents of young children would sit down and deliberately recall their own childhood. It can be done through a much greater mist of years and is a useful practice. Do you not remember your wild indignation when you were punished because little Harold insisted on climbing the gate on which you were swinging and was hurt? You had told him not to do it. Your anguish at hearing his arm was broken was intense, and it seemed as if the punishment was more than you could bear. We can smile at such recollections now, but they help us to understand the child mind and to be impartial in judgment.

Quite young children show a love of fair play. Under the rules of childish games a child loses leadership so that others may take his place while he must be satisfied to be last in his turn, and an accusation of not playing fair is often a prelude to a childish quarrel. This is all the more reason why strict impartiality should be shown. It takes patience to judge between the disputants, but we must remember that we are both lawgivers and judges. We are meting out justice under the eyes of keen observers, who are ready to govern themselves by our example. Punishment must be equal to be fair and should be given only to those who deserve it. To scold a group when only one is responsible is easy but wrong. Find out the trouble makers. They will admit their fault if their sense of justice has, and a sense of fear has not, been developed. Sometimes they admit it in accusing others. "He called me names first," is a common form of confession and accusation.

Allowing a thing at one time and forbidding it at another, without reasons that can be explained and understood, is fatal to a sense of justice. If when we are ill or nervous we punish for actions which at other times would pass unheeded, we rouse a sense of injustice in the breast of the child who "didn't do anything." Broken promises also rouse a sense of injustice. We must not make a promise lightly, and once made it must, if possible, be fulfilled. Children's eyes are not blind; they see and recognize unjust treatment.

Parents who treat their children with justice will find less effort in teaching children to practice fair play than would be the case if they gave no thought to their own conduct. The "fair deal" or fair play teaches a child to stand up for his rights but not to infringe on those of others; to be ready to give in so as to keep peace, but to stand firm for fair treatment on both sides; never to bully or to claim rights which do not belong to him, simply because he is the stronger. The "fair deal" stands for team work, for one's best efforts in anything one does; a full day's work; no cheating in examinations; absolute exactness in all relations to others. In other words, a sense of justice is a strong support in building the foundation of honesty.

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Justice is the keynote of the world, and all else is ever out of tune.
—*T. Parker*

KINDNESS

By William A. McKeever, A.M., LL.D.

Kindness is the golden chain by which society is bound together.—*Goethe*

That best portion of a good man's life,
His little, nameless, unremembered acts
Of kindness and of love.
—*Wordsworth*

To cultivate kindness is a great part of the business of life.—*Johnson*

Kind hearts are more than coronets and simple faith than Norman blood.—*Tennyson*

Modulate your voice to suit and try these seven "notes" on your telephone, speaking only the word "hello" each time: Anger, Insolence, Gruffness, Interestedness, Friendliness, Kindness, Love. The pitch, the quality, the degree of sympathy in the voice will vary at each step. By the time you reach the sixth step in the range upward, kindness, there will be a rich, mellow sympathy in your utterance. After having tested yourself as best you can with an imaginary listener at the other end of the line, turn your attention to your boy or girl and see what you can do by way of inspiring kindly speech in the younger generation.

For your child to raise his voice to the pitch and quality of kindness is for him to begin the awakening of the feelings and emotions appropriate to such a virtue. Without proper restraint, and lacking frequent patterns, children growing up in groups often become more practiced in the expression of insolence and gruffness than in the expression of the more sympathetic virtues. So, practice is the first step in education here. Begin early with such expressions as "You may play with my blocks a while, Sister," and continue to apply practice to the daily incidents of training and management. Combine here the practice of good English, clear enunciation, and kindly quality of voice. Repeat your sentence a number of times while the little one rehearses after you. Such models will soon persist as habits and modes of response, and will last for a lifetime.

After the voice of kindness has been acquired, through imitation largely, the act of kindness will naturally follow. It is the gift of the self in the small unpaid performances. It is the small act which costs us little or nothing and which awakens the better impulses in the one upon whom the act is bestowed. To bestow goods, moneys, or valuable materials is generosity, but to bestow a small altruistic favor, tending to bring love as its reward—that is kindness personified. "It makes you feel better to let Baby Brother play with your engine, doesn't it, Warren?" "Aren't you glad you can carry Sister across the street in your big, strong arms, Herschel?" "David, I saw you helping poor Old Grandpa Davis to find his way home, and it made me proud of you. I guess you know that he is nearly blind."

Thus, as is true of other virtues, kindness may be both caught and taught. Kindness is as kindness seems. Your child learns to express kindness with his voice, and this seeming brings on its issue in kindly deeds. Also, kindness is as kindness does. Your child performs the act of kindness under your suggestion, your guidance, your approbation, and the appropriate feeling fixes itself as a life habit. It may be said that children are neither kind nor unkind till someone imparts the one or the other of these opposing qualities through the incidents of everyday life.

Finally, consider carefully the meaning of the last phase above. You need not waste your time describing kindness to your child or scolding him because of some unkindness. Simply guide him through his normal behavior, with the idea of making that behavior expressive of the desired quality—and the thing is done.

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Golden Rule the World Over

Do as you would be done by.—*Persian*

Do not that to a neighbor which you shall take ill from.—*Grecian*

What you would not wish done to yourself do not unto others.—*Chinese*

One should seek for others the happiness one desires for one's self.
—*Buddhist*

He sought for others the good he desired for himself. Let him pass on.
—*Egyptian*

All things whatsoever ye would that men should do to you, do ye even so to them.—*Christian*

LEADERSHIP

By Frank H. Cheley

Be all the things that are big and fine and worth while, and the world will welcome you as a leader of men.—*Frank H. Cheley*

The scarcest thing in the world is not radium nor diamonds nor platinum, but effective leadership. "Doctor, lawyer, merchant, chief," it makes no difference. The whole world is full of "seconds" (might-have-beens) in every single realm of endeavor. There are literally millions of boys and girls the world over who are going to be perfectly content to be *almost* successful, and yet there is scarcely a normal boy or girl in the land but has buried deep within him resources of which he never even guessed.

"The world is at the average boy's feet," said Robert J. Burdette; "power, conquest, and leadership slumber in his rugged arms and care-free heart."

Definitions are always more or less unsatisfactory, yet here is a good one: A true leader knows where he is going.

Loyalty

Education

Alertness

Decision

Enthusiasm

Reliability

are signposts on the road to leadership. Of course these are not all of the qualities of a genuine leader, for each one of them naturally sub-divides and then sub-divides again, but they make a splendid basis to strive for; and in striving for them day by day other splendid qualities also develop, until you stand out from the crowd. Loyalty, Education, and Alertness are effective keys in opening the doors of real leadership, with Decision, Enthusiasm, and Reliability completing the ring.

A leader is, of course, physically fit, mentally awake and morally straight. His attitude toward leadership is right. He believes in himself and in every agency that can help him reach his goal, and, above all, he keeps himself teachable.

Loyal to himself, his ideals, his friends, his country and his God;

Educated for service and larger living;

Alert to the opportunities that are everywhere about him;

Decisive because he knows where he is going and recognizes time as his capital;

Enthusiastic about his purposes and his work;

Reliable always under all circumstances.

These qualities make for big, substantial, successful leadership.

There are just two main divisions of the human race: "Leaders" and "leaners." Your boy and your girl may start among the "leaners," but it is your fault and theirs if they stay in that class. The first step is for you to stimulate them to a wish to work out into the "leader" class. Of themselves they may be satisfied to go along the easiest way. It is your privilege to arouse them to action. Set to-day as the time for them to begin, not some time next week, next month, next year. Stimulate the ambition to be a leader, emphasize the value of a cheery spirit, a smile, and a good word; stress the necessity for steady courage in meeting the problems of the day, for improvement on their own previous best, for being more industrious than yesterday, for being more punctual, for being more self-reliant and trustworthy, for being more helpful to others, for being alert for good ideas to use in work and study, and for sticking to this job of improving their power to do.

The boy and the girl who have made this experiment are now out of the "leaners" class and in the lower ranks of the "leaders." By personal initiative they have made the change. How far they are to advance will depend in a great measure on themselves.

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It is only when good habits exist that principles can exert an ennobling influence.—*Aristotle*

LIFE PURPOSE

By William A. McKeever, A.M., LL.D.

Whenever man finds that kind of work which he can do best—that to which his powers are best adapted—he finds that which will give him the best development, and that by which he can best build up, or make, his manhood.—*J. G. Holland*

Be not simply good; be good for something.—*Thoreau.*

To find one's work is to find one's place in the world.—*Anon.*

As a solid foundation for the final life purpose of your child seek to make him an all-round human being. Whatever his permanent calling it will always have human relations. At its best, it must serve and uplift humanity. Its success will depend largely on one's degree of ability to get on with his fellows in all ordinary types of personal contact.

Your child's life purpose must be evolved out of his own experiences and his own native and acquired interests. Help him to acquire all the basic relations with his fellows—to play with them in a spirit of democracy; to work with them in accordance with his age and interests, the work of the young always being for training rather than money; to have social relations with them, with an especially happy, guided program during the love-dream period; to worship with them, with a degree of liberality and freedom to seek and find the church of his own personal preference. All this will give your boy or girl a reliable basis for choice of a life work when the day is ripe for such a choice.

So long as your child is in school, and even during his college career, do not rush him to the choice of a life work. Be patient. Help him grow and unfold. Be assured that in God's own good time he will experience an almost emotional desire to take up something worth while. The usual fault of parents is to hasten this matter, is to try to force the child to take up some life purpose satisfactory to their own interests rather than his.

Talk to your child freely at all times during his growing years about a life purpose but give him the impression that there is no need of hurry about the matter, that his interests are certain to change many times, that new studies taken up in school or college will most certainly inspire him to change his mind about a vocation, that some of the most enticing life interests do not come to one till he is practically matured mentally and physically.

In this day of labor-saving inventions it is becoming more and more difficult to find manual employment for youth. However, in so far as is practicable, it will prove most advantageous to your young son, if he can be given brief industrial experience in gardening, farm work, shop practice, handling of goods, collecting, amateur selling, office work. From this experience he will be enabled to think more intelligently about a possible life purpose.

Avoid all contentions and bitter debates with your son or daughter about the choice of a life purpose. You cannot afford to rush nature's will, which must come from within. To remind him of how others are getting ahead of him, to chide him because of lack of choice is but to break down his inner vision of a higher and better career, and to fly in the face of a Wise Providence. "Take your time, my Boy, my Girl! The way of a life purpose will open to you in the course of events. Go on and grow and perfect your experience in every good thing which comes to you. At length a voice from within you will point the way, and you will rejoice in responding to this call." So I talk to my son, my daughter.

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TO THINE OWN SELF BE TRUE

By Pakenham Beatty

By thine own soul's law learn to live,
And if men thwart thee take no heed,
And if men hate thee have no care;
Sing thou thy song and do thy deed.
Hope thou thy hope and pray thy prayer,
And claim no crown they will not give,
Nor bays they grudge thee for thy hair.

Keep thou thy soul-sworn steadfast oath,
And to thyself be true thy heart!
What thy soul teaches learn to know,
And play out thine appointed part,
And thou shalt reap as thou shalt sow.
Nor helped nor hindered in thy growth,
To thy full stature thou shalt grow.

Fix on the future's goal thy face,
And let thy feet be lured to stray
Nowither, but be swift to run,
And nowhere tarry by the way,
Until at last the end is won,
And thou mayst look back from thy place
And see thy long day's journey done.

LOVE

By William A. McKeever, A.M., LL.D.

Love is the crowning grace of humanity, the holiest right of the soul, the golden link which binds us to duty and truth, the redeeming principle that chiefly reconciles the heart to life, and is prophetic of eternal good.—*Petrarch*

There are three distinct stages of expression of the love instinct during the growing period: that of childhood, that of adolescence, that of youth. Roughly speaking, the ages here involved might be given as 8 to 12, 13 to 15, 16 to 20.

Love feeling toward the opposite sex is sometimes very marked during the childhood period, but it should never be encouraged. Indeed, the mind of such a child should be diverted from its sexual tendency and the matter regarded as rather morbid. Aim to keep your pre-adolescents nourished with food suited to make them grow but not to make them gross.

Healthy mind control is the best secret here. See that your child is not compelled to listen to evil or suggestive remarks about sex matters, that your boy is never teased about girls, that your girl is never teased about some supposed love affair. Avoid at all times the social behavior—at parties, for example—which in any way suggests pairing off in love relations. Your boy would be many times better off if he were out with a crowd of boisterous young roughnecks on the back-lot baseball diamond rather than attending a love-making party in some misguided home.

The very limit of wrong to your pre-adolescent child would be for him to dance with a girl in the attitude of love partners. Such precocious training is certain to hasten sexual development and later to make a morbid, sex-hungry individual. The ideal sex-relation among boys and girls of this age is one of mere casual friendship and platonic interest. Under mentally healthy conditions twelve-year-old boys and eleven-year-old girls have very little interest in one another. The two groups will never play together unless forced to by circumstances, and they will tend to regard each other as a sort of nuisance. Under no circumstances should I ever give a party which would bring these two sex groups together.

Give nature time to develop slowly. Hold back rather than accelerate the sexual instinct. Keep it poised and quiescent while the body is growing. A mild indifference toward one another is the best rule for the two opposite sides of the human family during pre-adolescence. The boy gang is now both normal and a necessary feature of a good life. Likewise, the girl clique is to be encouraged. Let them go scouting, hiking, camping, always in separate groups. And, if practicable, let the sex groups play on opposite sides of the school ground.

The purpose of this discussion of pre-adolescent love is to explain how a solid foundation can be laid for true love-making, mating and marriage, to come later. The present exciting conditions of juvenile society tend to hasten the awakening of the sex interest, to stunt the growth, to arouse sex emotions before there is intellectual control, to develop a morbid sex desire, tending to involve one in many wretched love tangles during maturity.

Go slow, build up the physique, encourage non-sexual social and playground activities, encourage indifference of one sex toward the other, allow no love-making parties, never refer to any two children as lovers, never refer to some boy as a girl's lover, or in the opposite way—thus you will tend to do the right thing for the awakening love urge of your pre-adolescent.

ADOLESCENT LOVE

During the second stage of love training of the young, if ideal, there is a marked change. That is, there is now moderate encouragement of the mingling of the sexes. But the program of social training should here provide that sexual emotion be held in abeyance. Glandular development now re-chemicalizes the blood, giving the boy the bass voice, the bright eye, the sense of masculine power; giving the girl the attractive figure, the vivacious features and the coy manners. Life now begins to be a vague dream of grandeur, greatness, glory.

The love embrace of the modern form of dancing is still too strong an emotional shock for the adolescent boy or girl. It excites the sexual passions, and, in fact, brings them to some kind of climax, and turns the mind toward morbid dreams, if it does not actually turn the whole individual toward morbid sexual habits. No young person should dance with an opposite partner before the age of sixteen for boys and fifteen for girls; and then in moderation.

The purpose of this discussion is not to describe

what we are doing but rather what we ought to do in order to conserve the best that is moral and spiritual in our young. Extreme and constant publicity of love-making in pictures, stories and photo films has set an over-rapid pace for the young of this age, and we must do all we can to tone the matter down.

In so far as its practicable, therefore, avoid the kissing, embracing, dancing pastimes for your adolescents. Stage wherever you can the free, informal mingling of the sexes. The romping, informal party, where there are jests, jokes, banterings, touching of hands, secret emotions and blushes and a few quick love glances—these are not ideal social influences and love-making practices for adolescents. The parties for this age should be conducted by the school and the church and should include frequent chaperoned picnics. To your fourteen-year-old girl a boy should be a sort of interesting enigma. To your fifteen-year-old boy a girl should be a sort of poetic mystery.

Careful consideration of the matter has shown that parents are not competent to give their adolescent children very much detailed instruction about sexual matters. The biology taught in the school, the observations of the sexual behavior of living creatures in the outer world, the sex feeling within, and the incidents of a well-guarded social life, are about all the adolescent needs by way of sexual instruction. It is especially well to avoid here the morbid stories of sexual sin and the method of frightening youth into being good. You might name the social diseases, give some hint as to how they are imparted, remind your child that you regard him as being above such filthy conduct, and leave it at that.

Finally, talk to your adolescent boy or girl about the members of the opposite sex. Talk them all over and talk the facts all out, as dinner table chat. Regard the love feelings of your young as necessary and normal. Keep in touch with every little shock and love sensation that enters their conscious life. Remind them of how a boy will like a girl for a while, of how a girl will like a boy for a while, and then turn away to some other. Talk of the love affairs of adolescents as freely as you would of their school problems.

YOUTHFUL LOVE

At SIXTEEN your girl, and to some extent your boy, will assume a more serious attitude toward love affairs. The fifteen-year-old is inclined to be merely "in love with love," but in a year or two his interest becomes centered on some one person, without whom he imagines he can never be happy. The guidance of the love dreams at this time is far more important than the guidance of the vocational interest. Indeed, it proves to be a part of sane vocational guidance.

Treat the youth's love affairs seriously. Talk with him, counsel with him, compare notes with him. Lay your plans to have him brought into contact with as many of the worthy kinds and varieties of the opposite sex as possible. Give him the impression that he must study girls—that she must study boys—from various angles, if they are to be known and understood. In the ideal case your boy or girl will go out with perhaps a half dozen different trial partners during the first year of his serious love quest. Seek diligently to give him the impression that there are many very good ones and not a few very desirable ones on the opposite side of the human family. My extensive analyses show that practically every young person has at least one love disappointment, and that many never fully recover from the shock—simply because they do know how. Many women and some men have dream marriages with one person —the object of their early disappointment—while they have a legal, and often an unhappy, marriage with another.

Common sense can be easily mixed with the love dreams of youth, if the matter is attended to early and systematically. After you do everything possible to make your son and daughter understand that there are several potentially good and suitable marriage mates in the social world around them, and that they will change their views and their interests through intimate acquaintance, have them learn to judge and estimate character on the basis of the following basic points in human behavior:

How does he (or she) play? Does he mix and mingle with others in matters of athletics, theatre entertainments, and other leisure-time activities, showing freedom of contact and expression? Or is he a recluse, or a spendthrift in such matters?

How does he work? Is he diligent in school, disposed to be employed during vacations, interested in a life work, willing to get down to business and earn his way in the industrial and commercial world?

How does he form friendships? Is he jovial, sociable, and yet not a profligate in his social affairs? Are his friends rather fond of him? Or is he a recluse of jealous, quarrelsome disposition? Does his social conduct reflect good manners and good morals? Does he drink, or smoke cigarettes? If so, cut his grade.

How does he worship? Does he attend church regularly, taking at least a formal part? And is he friendly to the interests of all churches, rather than a severe critic of them? Is he inclined to select his love acquaintances from the church

audience rather than from the jazz dance floor? Does he understand that the thrill he gets at the dance is not a reliable indication of permanent love and assured marital happiness?

Thus you sit into the game of love-making with your youth, with sympathy, with eagerness, with caution, with a desire to assist them to judge one another on the basis of the deep human qualities.

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LOYALTY TO IDEALS

By William A. McKeever, A.M., LL.D.

To thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man.
—*Shakespeare*

Have your sixteen-year-old make out an ideal schedule covering all the essentials of a complete week of behavior, in school and out. Have him assign a proper amount of time for all important details involved in a perfect life—study, work, play, recreation, home duties, personal care,

sleep, exercise, time of arising and retiring, church attendance, and the like. Have him begin at arising time on Monday and continue, assigning every hour, day and night, till the next Monday. During my long career as a college professor I had this done by 5,000 freshmen students. It proved to be one of the really significant things of my teaching experience.

Thus, in the inculcation of ideals, of loyalty thereto, on the part of your child of any age, you help him set up a plan for some definite, concrete situation in his life, and you help him to enter upon its performance. You remind him that an ideal is a matter of perfection, the nearest we can imagine it, that perfection is not usually reached or attained completely, even after long practice, that the ideal is a goal always to admonish and guide one toward increasing performance and toward ever higher adjustment.

What is the right way to prepare the lesson, to lay out a garden, to get along with one's brother or sister, to take care of one's clothes, to manage one's spending money, to do justice to both play and work, to be fair to the traditions of the Sabbath? First, ask yourself this question, and then work out the ideal through a discussion with your child. Make the situation concrete, and, as a rule, a plan of personal behavior.

You will find it far more difficult to bring your children to the point of accepting ideals than to bring them to the point of carrying them out. You are likely to find yourself setting up for your boy an ideal which he does not willingly accept, or against which he secretly rebels. In that case, you are not dealing fairly and honestly with his inner consciousness, and you had better drop the ideal till you can prevail upon him to take it.

Suppose we go back to the ideal of a week's schedule for your high-school boy. Unless you approach the matter carefully, he will believe that you are trying to "put something over" on him, and he will set up his own form of resistance. I always begin such a schedule by requesting the boy to put down first the time and occasion for his play and amusement. I tell him that these matters should have their share of opportunity, even if some others are left out. Thus I win his interest and confidence. He accepts ownership in the ideal and takes personal pride in living it as best he can.

Finally, if you wish your child to show loyalty to ideals, these must first be "sold" to him. He must have a share in setting them up and in planning their execution. His interests must be served to advantage through them. He must be made to see that the proposed ideal—if carried out—will assist him in getting done some things which are dear to his desire and interest. Ideals that do not so accord with his natural inclinations are wasted, and may even do more harm than good. First you must get your child to understand an ideal, to sanction it, to desire its benefits—at least some of them—and he will readily live it in his daily life.

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LOYALTY TO OTHERS

Nothing is more noble, nothing more venerable than loyalty.—*Cicero*

Loyalty to others is one of the most pleasing as well as most essential attributes of a fine character, and it is as endearing in the youth as in the person of maturer years and greater trusts. Loyalty is the virtue of firmly standing by what one believes in, in the face of detraction or assault. It implies the very soul of honesty, and may cost self-sacrifice. It also implies endurance. It is well that this should be made clear to the child as soon as an occasion presents itself, for sometimes a boy will persist in defending a playmate whom he knows to be in the wrong.

Loyalty to others begins with loyalty to the family circle. It grows out of affection for the members of the family, and is developed by refusing either to criticize any member of it or to listen to any criticism of its members from outsiders. But we must remember that little folks learn by example better than by precept; when they hear Father and Mother finding fault with each other, or Mother complaining to Mrs. Neighbor about Father's shortcomings, they will not learn that they should not do likewise—and include Mother.

But refusing to criticize is negative loyalty—it is good because it is not bad. Worth-while loyalty to others requires expression in word and deed. Therefore let us be prodigal with our words of praise about the other members of our family, and let us encourage the doing of things for the benefit of the family. If when we are planning our Christmas gifts for friends and relatives we include one for the family as a whole it will help to increase the feeling of loyalty to the family.

When schooldays start the group of those to whom the child should be loyal is enlarged to include the school as a whole, the teacher, the school activities, and the special friends. When the children come home with unkind words regarding teachers and playmates we must check them at once or we leave a loophole through which disloyalty will enter.

One of the hard things a child has to learn is that he cannot always have first place. He must early learn that a boy is loyal to his ball team when he cheerfully takes the position his captain decides is best fitted for him, whether or not he likes it best, and then plays to win success for the team, not with an eye first on applause for himself.

When schooldays end and he goes into the world of business—yes, even before that, when he works after school or on Saturdays or during the summer vacation, we must teach him that loyalty to an employer is shown by working for him as faithfully as he would for himself, watchful of his interests, economical, secret as to his business, etc.; but if his service should lead to conniving at fraud, or other violation of good principles, then loyalty to his own self requires him to quit that man's service.

The teaching of this virtue of loyalty enforces the necessity in the parent to give the child principles, and guide him into situations, which are worthy of support. Only thus can the sense of loyalty which is to be inspired have a firm basis.

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LOYALTY TO PRINCIPLES

By William A. McKeever, A.M., LL.D.

No power on earth or under the earth can make a man do wrong without his own consent.—*Isaac Sharpless*

In teaching your child loyalty to principles and to ideals, there may be a tendency to confuse the two. The first, however, is a response to abstract law, the second a response to concrete visions. The first is general, the second particular. The Golden Rule is a good example of the first; "Honor thy father and thy mother" is a good example of the second.

Suppose we take the Golden Rule as a working principle for our instruction in loyalty. Notice that this great law is made to suit many occasions. Restate the law in terms which your children can understand, "Do unto others as you would have them do unto you." "Let's see, Henry. You got the bicycle first after school to-day and then you used it till dark, while Charles had no use of it at all. Shall we have Charles do the same with you to-morrow, and whenever he can? What is fair?" Thus you appeal to the great law as an arbiter, assuming that you have already discussed this law with your boys.

"Mary," you call to your twelve-year-old sharply, "Martha tells me that you run away from the dishes and leave them all to her, most of the time. You will remember that we decided to leave it to the Golden Rule whenever there was a difference about anything. Now, how does that law apply here? Will you change places with Martha for exactly a month, or longer, doing the dishes exactly as she does them now, and letting her slight them exactly as you are doing? You decide it."

Thus you appeal to your child to decide his own case, and to pronounce the verdict against himself. He may hedge and squirm at times, but you hold him to the principle. Be sure to discuss the principle in advance of any special test of it, and to secure a clear understanding of what it means. Have your child agree that the principle is right and must be respected and obeyed.

"Honesty is the best policy." "Donald, what does that statement mean? Is it right? Is it a safe policy to live by in all transactions?" you ask your fourteen-year-old, who is passing through the "prize-box," something-for-nothing age. "I suppose that must be a good rule, if one will live up to it," he may reply. "Well, we either live up to it, or we do not. Which shall we make it? There can be no half-way about honesty." At length, after careful discussion of the long-time and short-time significance of honesty, you get the rule home to the inner thought and decision of your boy.

Next day, your son is entering a street car with many. He is literally pushed past the conductor and not noticed. Shall he go back and pay? "Honesty is the best policy" rings up out of his memory, and back he goes to deliver the money, with, "Excuse me. I was shoved by and did not pay my fare."

Now, perhaps the method is becoming clear to the parent. Children may be taught loyalty to principles of behavior, provided they be made acquainted in advance of the application with the meaning of such principles. Go over the statement of the law with your child. Get him to help you make out a few theoretic applications in advance. "Would this mean that you are to pay the street car fare whether the conductor is watching you or not?" you ask. Stay by this discussion till your child understands the law, sanctions its application, and perhaps memorizes its verbal statement. You may then reasonably expect him to be loyal to the principle as fixed within his subconsciousness.

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MANLINESS

All true manliness grows around a core of divineness.—*Charles H. Parkhurst*

A SCHOOLMASTER the other day received a letter from the mother of one of his boys. It said: "Here is our Willie. Willie is a noble boy. He has been a little lax in his studies. He is impetuous and sometimes breaks rules, but he is a noble boy. Do not punish him. We have never been severe with him or punished him except in self-defense."

We were reminded of this letter when we received the following inquiry:

"Our Donald was quite delicate when he was little, and we indulged him. Now he does not

like rough play, he is indolent and hard to manage. We didn't intend to spoil him, but what shall we do now?"

A MISS NANCY

THE coddled infant soon grows into a cowardly tyrant, against whom his parents have to take up arms in self-defense.

The trouble is the wrong ideal. What Donald's mother really had in mind was that, if she were successful in her training, some day Donald would grow up to become a perfect lady. But Donald is a boy, with a boy's vigor now, yet with mixed desires. He has the wish to dominate like a man, but he wants hard tasks done for him. He is unable to take the rough-and-tumble of boyish play. He wants his own way, without being held accountable for its results. Donald must change his whole viewpoint.

MANLY REGIMEN

GIVE him regular tasks, small to begin with, which you insist on his doing, rain or shine, and whether he feels like it or not. Make them the first order of business every day, and do not let him do anything else until they are finished. Let meals, school, play, wait until he has fulfilled these duties.

In such a regimen you have a double purpose. You wish him to learn to be helpful to others, but still more, you wish him to master himself. There is no other way to conquer self-indulgence but to learn the joy of what the Apostle called "keeping the body under." The tonic of the cold splash, the restfulness that comes from a regular bedtime, the pride that is the result of keeping to a timetable with a watch, these are a direct antidote to whining helplessness and petulant rebellion.

Remember, Father, he is your son, just as much as he is his mother's boy. Emphasize athletic ideals. Take him to the big games. Introduce him to your friends who have made records. Sleep out on the porch with him, and take him on Saturday hikes that end not at a luxurious hotel, but in cooking your own supper in the woods. Contrive if you can that there shall be adventures, intermingled with a little hardship and play, so that he will learn to regard them as a lark.

Your own attitude must be different. Never tell him that he is an invalid. Dismiss entirely the concern that you used to show when he was really delicate. Laugh at misadventures, and be very wary about showing pity. You may even have to alter your own personal habits. You must be able to say, "Come" and not "Go." It is impossible to make a heroic boy, if he lives entirely with an overfed father or a rocking-chair mother.

ATHLETICS AND BOXING

SEEK for him sturdy playmates. It will be hard to get really manly boys to care for a molly-coddle. But perhaps he can hold his own in tennis if he cannot in football. This will be a start. In the Boy Scouts there will be something in which he can excel, and he will learn to catch up in the more vigorous exercises as he strives to earn his merit badges. Experiments at Harvard and Yale have proved that young men of average strength without athletic experience have been able to do creditable work and even make the teams, if once they got the ambition and yielded to training.

Boxing lessons are fine. In such an exercise your son will be fairly equal to athletic comrades if they have no more practice than he. Boxing is highly commended as an admirable drill for keeping the temper.

ACHIEVEMENT

YOUR boy needs, particularly, experiences in the joy of victory. The coddled child has never known what it is to achieve. It is such a fascinating joy that no passive pleasure can compete with it. It will make backbone take the place of wishbone.

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OBEDIENCE

By Jennie Ellis Burdick

Let thy child's first lesson be obedience, and the second may be what thou wilt.—*B. Franklin*

To get the most out of life we must first learn obedience and then practice it early and late. From birth to death we are subject to laws, both God-made and man-made. The better we understand these laws and the closer we are in harmony with them the happier and more content we are.

God's laws which we must obey are not only "Thou shalt not steal," "Honor thy father and thy mother," and the other Commandments, but there are the million and one laws which affect our every movement. It is God's law that we do not touch a hot coal, eat unripe fruit, jump from high places, etc.; if we disobey these there are sure punishments. Fear of this punishment often makes us obey God's laws of health, but would it not be better if we chose to do right *because it is right*, and forgot about the punishment?

This is the attitude we must develop in our children—to obey the right because it is right. For a while—a few years—they must trust us to tell them what is right, but always we must keep before them the ideal.

The babe comes into the world with absolutely no idea of right and wrong—he is neither moral nor immoral, but unmoral. In this virgin soil we, as parents and teachers, have the privilege of sowing the seed of obedience and cultivating the young plants. How shall we plant the seeds, and how shall we care for the plants?

First, we must train ourselves to be obedient at all times. Children learn first and most by imitating others. "Do as I say and not as I do" does not succeed with children, and we might just as well recognize at the beginning that the rule they follow is "Do as I do." Hence obedient parents will have obedient children.

In training children there are some facts which we must not overlook. Children are not little men and women; they are boys and girls who some day will be men and women. They have not adult knowledge, adult experience, or adult abilities. We must help them to get these powers. In thinking about teaching children to obey, our first problem is: How are we to keep them from doing the things they should not? How to have them do the things they should when they do not want to do them is a problem that comes later, because the affection which we have for the helpless infants has a reflex on them, giving them a desire to please us and to express this desire by doing what we ask. The solution of the first problem, however, is in the condition which puts

the second problem in the second place. In other words, when it is necessary to say "Don't" to a child—don't touch, don't take, don't go, and all the other don'ts—give him a "Do" in the same sentence, and his desire to please you will lead him to do as you ask. Oftentimes it is even possible and practical to leave out the don't. When a little tot touches things he should not, he does not do so with intent of being naughty; this statement is true even if he has been told previously not to do it. Infant memory is short, and he has to be told a thing many times and patiently before he learns. Not only does the substitution of a "do" for a "don't" mean cheerful obedience at the time, but it teaches him to look always for a "can-do" when he meets a "no trespass" sign.

As the child grows we must add other rules to our conduct. Let us tabulate a dozen of these and the reason for them:

1. We must give no commands which it is against nature for a child to obey. A little child can sit still and unoccupied for only a few moments at a time; so instead of upsetting him and ourselves by constantly nagging him to be quiet or to sit still, it would be much better for him to be active in some right way.

2. We must always be careful to get and to hold the child's attention before we tell him what to do. While a child's ability to concentrate is of a short duration, it is very strong while it lasts; and if he is busy he may not hear what we are saying.

3. We must think carefully before we give an instruction, and be sure we mean exactly what we say. Children quickly learn that we are in the habit of giving commands which we really do not mean.

4. We must be consistent in our treatment—we must not allow him to do a thing to-day and then to-morrow punish him for doing it. He must learn that the same cause always brings the same result.

5. We must not make disobedience interesting. Children love excitement, especially when they are the center of it, and if we make a big fuss over any disobedience, the guilty child is apt to repeat the naughtiness.

6. We must not punish or give commands in anger. The chances are that the child will be angry too and will do other naughty things, or he may become confused and unwittingly do something he should not. We must speak quietly and control our own tempers.

7. We must show no favoritism among children. We must not allow one child to do a thing which we forbid to another. A child's sense of justice rebels against unequal treatment and leads to resentment and disobedience.

8. We must never give any child, little or big, an instruction merely to show our authority. Children resent abuse of power; and if there is not an open clash of wills, there will be developed a sullenness which is not to be desired.

9. We must always consider the child's motive. Sometimes he does wrong without intending to do so. If he breaks a dish when he is trying to help you, that is not disobedience; it is an accident. Hence we must carefully distinguish between accidents, faulty reasoning, and deliberate disobedience.

10. We must be careful not to expose him to temptations which are too hard for a child of his age to resist. If we make it easy for him to do wrong we are in the wrong, not he.

11. We must not punish wrong-doing too severely, lest we tempt him to lie to save himself.

12. We must always keep our promises. No one, child or adult, trusts a person who deceives him, and when trust is gone, obedience goes, too, or is given only because the older person is bigger and stronger.

There is a common saying that there are two sides to every question. Obedience has three. We have just discussed the first—that of training our children to obey the right. The second side is not so pleasant to gaze upon. It may be tersely stated in one short sentence: Some parents obey their children. The slightest wish of their children must be obeyed instantly and fully. The baby must be allowed to suck his thumb because he likes to; he must not be made to go to bed, because he likes to sit up; he must have a taste of daddy's coffee because he wants it. These children grow up to expect the World and his Wife and his Children to give them everything they want. When they learn differently it is bitterly hard for them. Some do not learn until too late—maybe when prison-doors have closed behind them.

The third side to obedience is also a sad one. Some children obey their parents too well. They are not allowed to think for themselves; and even when they are men and women they need someone to tell them what to do.

Is it not best to teach children to obey the right? Keep this ideal always before yourself and them. Each year as they grow older they ought to be able to know better what is right for them to do.

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"Help one another," the dewdrop cried
Seeing another drop close to its side;
"The warm south wind would dry me away,
And I should be gone ere noon today;
But I'll help you, and you help me,
And we'll make a brook and run to the sea."

ORDERLINESS AND TIDINESS

By Caroline Benedict Burrell

Order and system are nobler things than power.—*Ruskin*

The naturally-disposed child is untidy. One is not conscious of this fact while he is a mere baby, for until he is several years of age he has had some one to keep him clean and to put his belongings in order. But it is to be doubted if the average child under nine years of age cares a whit if he be clean or dirty, unless upon special occasions. For instance, when "company is coming" he is glad to be washed and dressed so that he may be looked at approvingly or admiringly by the expected guest.

A very small child will strew his playthings over the floor, and when told to pick them up and put them away, very often will rebel. This is usually because it is growing toward the end of the day and he is tired; the quantity of things looks enormous to him, and his little body aches at the very thought of the task. Still, with tact he can be helped over the difficulty. It is better not to let so many things get about, but when one set of playthings is finished with, it can be put away in some easily reached place, and something else taken out. A large covered box close at hand, or the lower part of a cupboard, makes a good place for toys. Then, too, if some one will help put things away, that assists wonderfully; or if he is told that Father is coming, and the room must all be in order for him, for he will be sorry to see it upset. At all events, in some such way order should always be taught even to a very little child.

Playmates are thoughtless in helping cover the room with toys and then going home leaving the little host to pick up. This should not be allowed. The mother should stop the play before time for the visitors to go home, and all the children should put things away. The child taught in his own home that this is the right thing will, when he in his turn goes visiting, help to dispose of the toys at the neighbors'.

So with the child's own room; here, from the first, he must learn to keep things in order. He can always put his nightgown on a chair, even if he cannot hang it up in the closet; he can set the bureau top to rights, put things in the drawers and stand his shoes in an orderly row. When the bed is made he can help with it, dust, and straighten the curtains.

Children naturally resent having their faces and hands washed too frequently, and it is absurd and wrong to expect them always to be clean and tidy; at the same time, there are hours when they should be tidy as a matter of course, especially when they come to the table for their meals. This is always a trouble for both parent and child, but it need not be so difficult, if the child who comes clean gets the larger helping of dessert, and the one who has been forgetful gets but a small one.

As to training a child to keep the house in order outside his own room, that too must be enforced. One has no right to throw down a cap, an armful of books, a pair of muddy rubbers, for some one else to put away, no matter if that some one is perfectly willing to do it. Parents are sometimes thoughtless in not providing places which are convenient for out-of-door clothes and books. These must be at hand—a closet with low hooks, a shelf for books, a box for rubbers, and something resembling the hymn-book rack at church, on some wall, for the books. Then after all these are ready the child must use them.

One of the best ways to teach order here is to have a rule that things out of place will disappear. A lost cap will be found hidden in some out-of-the-way corner; a schoolbook will be discovered tucked under a chair-cushion, and so on. When one must take precious moments to hunt up such things before school it is probable that next time they will go where they belong.

Sometimes a girl who is disorderly can be reached through her vanity. If she leaves her room upset, with dresses on chair and even on the floor, and then brings home from school a couple of friends and ushers them into her room, she will not need a suggestion from her mother to make her more careful next time.

One aid in teaching a girl to be orderly outside her room is to make her responsible for the sitting-room; she can straighten it up before school in the morning in a moment's time, if every one put things away; but if others are careless, or she herself is careless, then it takes longer.

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PATIENCE

By William A. McKeever, A.M., LL.D.

There is no great achievement that is not the result of patient working and waiting.—*J. G. Holland*

A certain family of five have a practice of sitting together at six o'clock dinner somewhat formally. They wait till the last member is seated. Then each bows his head for a moment, saying a silent grace. The fourteen-year-old son serves the plates. There is a practice of deliberateness, also, none seeming in a hurry to begin eating, and all wait till the last plate is served.

A certain family of seven receive and exchange many presents at Christmas time, but no package is opened, or even peeped into, till all are assembled together in the living room on Christmas morning. At a stroke of the clock they all proceed with the excitement of displaying their favors. The game is wonderfully stimulating, even to the parents.

A certain family take an annual ten-day outing in an auto, with a tent, a full camping kit and other equipment to make the affair a success. For weeks before the event, they talk over the trip, planning its details and living in advance its delightful experiences. One year the business sustaining the family went to the bad, and they all stayed at home, denying themselves the vacation.

Patience begins as a planned practice and ends as an enjoyable habit. In the three situations described above there were made certain demands upon this virtue. There was in each case a sitting back, a waiting, a longing for an event, a slow fulfillment of desire. There was an opportunity to wait patiently, indeed, but also an opportunity to enjoy in imagination a pleasure set for a future date.

A picnic may last but for a day, but the happy anticipation of it may continue for a month. Now, here is the highest achievement of patience, to lift a coming event into the imagined domain of the present and make it a long-drawn-out occurrence. I can see no very special virtue in patience which entails suffering, for the pain of waiting may be transformed into the pleasure of delightful longing, as has just been explained.

Not only patience in anticipation of play, but patience in connection with work, can be taught. The boy who studies his difficult lessons without fretting, the girl who sticks to her needle, mending all forenoon Saturday, the youth who denies himself many personal advantages, seeing that such denial will contribute a reward to himself and the family after he has finished his school, a family group who will use the auto and the gasoline very sparingly while Father's business slowly develops to a sustaining power—these are examples of intelligent patience.

So, when you enjoin patience among your children, explain how and why. Picture some of the joys of waiting and make the matter an intelligent anticipation. Make the vision of joys to be

gained later serve as the stimulus and inspiration of work to be done now. The patient soul is always something of a dreamer. He lives in the realm of the mind, and happily visualizes things that are not seen.

Finally, patience proves to be a complex or composite virtue, a thing to be acquired through practice. It is the practice of working and waiting and dreaming, all in one combined act. It is indeed a part of every good life.

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He that can have patience can have whatever he will.—*Franklin*

Patience is the ballast of the soul that will keep it from rolling and tumbling in the greatest storms.—*Bishop E. Hopkins*

PATRIOTISM

By William A. McKeever, A.M., LL.D.

The noblest motive is the public good.—*Virgil*

Loyalty to one's country is partly reason and partly sentiment, but it is always based on experience. It is developed in the mind and heart of the young precisely as you would develop loyalty to home and loyalty to community—by thinking, feeling, and acting. Perhaps it avails little, and is often worse than useless, merely to urge the young to love their native land.

It is not necessary to wait till your child has reached the civil government class in the high school—if he ever does—before you teach him the rudiments of patriotism. At the time he first enters the geography class in school you will find him becoming deeply interested in the size, extent, and meaning of territorial divisions. You will find him busy with comparisons of States and countries, and gradually acquiring conception of his homeland.

Teach your lessons in patriotism indirectly and informally. Aim to have your child first understand something about the bigness and the strength of America. Talk to him about the masses of people, how they move and mingle peaceably upon the streets, how cities live in peaceful relations to other cities, how States are friendly and interrelated in some kind of understanding, and, finally, how this big country is much like a great family. Talk about homes to live in where no one, as a rule, disturbs you. Speak about schools and churches where many assemble for instruction and worship.

We have a great deal of non-patriotism among our common citizenship. Men and women, good and fair to look at, are making a mockery of law and defaming the institutions of our government. The real challenge of patriotic instruction to-day seems to be that of turning a flood of abuse, indifference, and lawlessness into proper feeling and regard for the commonwealth. Too many of the men of this generation have never been made consciously to discover their country, that they are a part of it, that it belongs to them, that they are under an obligation to do something for it. "I never really appreciated this native land of mine till I went into the European situation and saw the want and degradation, the comparative lack of support, protection, and inspiration there," said a returned veteran of the World War.

"Now, why do we have all these blessings of peace and privilege, and why are we getting on so well here in America? Who is providing the enjoyments, the liberties, the safeguards which seem to make life here such a round of gladness? And what should you and I do to preserve this happy state of affairs?" Thus you question your child after you have led him to appreciate the strength and security of the Great American Commonwealth.

Finally, there are many forms and ceremonies which tend to teach patriotism to the young somewhat unconsciously: the singing of the national airs, the participation in the celebration of Independence Day and other national holidays, and the listening to the reading of our great patriotic classics. In short, we make it evident by example, by precept, by instruction, and by living exercises, that this country is altogether deserving of the love of our children. Once America gets into the mind and the heart of your boy he will naturally be a patriot.

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PERSEVERANCE

By Helen Gregg Green

Success in life is not so much a matter of talent or opportunity as of concentration and perseverance.—*Anonymous*

"How does it happen that Throck is making such a fine success of his work?" Aunt Tacey Ellen, who is anything but diplomatic, asked Throck's mother.

"Happen?" little Mrs. Rogers challenged, with a slight trace of irritation, "Why, it could never have been any other way!"

"But I know plenty of failures," Aunt Tacey Ellen insisted.

"Yes, but my son isn't one," the mother proudly

answered. "You see, I never allowed the word 'failure' in Sonny's vocabulary. From the time he was a little chap I taught him that he must finish, and do well, anything and everything he undertook. A task completed develops self-confidence, you know."

"But, my dear," Aunt Tacey Ellen objected, "he probably had a character that was easily molded. And, no doubt, he was the type of child that would have accomplished anything he undertook, regardless of training."

"Indeed," Mrs. Rogers said crisply, "he was the type of child who is inclined to procrastinate and to jump from one thing to another. But I made up my mind to help him break this tendency, which is not conducive to success."

"How did you go about it?" I asked, entering the conversation.

"First, as I said, we made it a rule that whatever he undertook must be finished. When the task was finished I praised and encouraged him if it was well done. And the next and best influence was instilling in his young mind the thought that he would be successful at whatever he undertook. I had the motto, 'Failure is only for those who think failure,' framed and hung in his room. I searched our library and the public library for success stories, stories of great men who had overcome handicaps."

"Didn't Throck's own handicap ever worry him?" Aunt Tacey Ellen inquired.

"If it ever did, I never heard of it," Mrs. Rogers replied. "Some way, I don't believe it ever occurred to him that he would ever be anything but successful."

"And he hasn't been anything else," I added.

Some weeks later I was spending a few days in the great city in which Throck is making a name for himself. Coming out of a store one day, I met my neighbor's fine big son. I told him how proud we all were of him.

"Oh, it's Mother who deserves the praise," said Throck. "I couldn't have done what I have without her. I owe it all to her."

And I went away thinking, "That is true. He does owe it all to his mother. And I believe she is right, 'Failure is only for those who think failure'."

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POLITENESS

Politeness is real kindness kindly expressed.—*Witherspoon*

ROUGHNESS of speech and manner is a mark of the unsocial person. Roughness in a piece of wood can be overcome. Bark can be taken off, the remaining roughness can be planed and scraped away, with a final treatment of polishing to give the beautiful effect we admire in fine furniture. Roughness in metal is remedied by filing, by the use of emery paper of varying fineness, and last by polishing.

In the same way roughness of speech and manner may be worn away by filing and polishing due to mingling with other persons in family and social circles. The word "politeness" originates in a Latin verb which means to "polish." Therefore we often speak of a polite person as a "polished" person.

Beginning with the child at a tender age, even at two years, this polishing process is a part of the family training. The baby learns to say "Thank you," and to expect the return, "You're welcome!" He learns that Mother, Father, and all those older than he will direct him to do certain things in a certain way. If he is unwilling, if he is careless, if his work is faulty, even though he does not know better, he will be reproved. If his work is good he will be commended. It is by this alternation of praise and reproof that he learns.

If he is rough in his words and his acts he is "polished"—sometimes through bodily pain. If his bearing is ungracious the polishing to politeness consists of instructions how to behave to others, particularly to older persons.

Good table manners, a mark of politeness and good breeding, are not acquired in a year. They come through the repeated polishing of teaching, example, instruction, and reproof. Caution is suggested, at this point, not to permit reproof to become nagging. Too many "don'ts" are harmful to the training of a child. These forbidden things accumulate until a child is apt to think: "Well, what can I do?" Tell him kindly what he is to do; tell him clearly and in as few words as possible.

Politeness should be mutual. To train a child to be polite to others the older members of the family must be polite to him. "Will you shut up?" a father says roughly to his boy who persists in asking for something. If an older person is persistent in a similar way the father says politely: "I said 'No!' Now please don't ask again!" "Get out of the way," some persons, both men and women, say to a boy or girl. "Please let me pass," is the request to an adult. Rudeness to children is certain to provoke rudeness from them.

At the table the older persons are not always as careful as they should be, and a tablecloth is soiled by accident or carelessness. Why not, therefore, be a little lenient to the children when they spill food or milk? Pardon an accident. Not roughness but instruction in the way to eat is the remedy. Attention may be directed to the table technic of an older brother or sister. If the meal is finished without trouble praise the child and ask him to be as careful next time.

The conversation at the meals should be the same sort of cheery, inspiring talk we enjoy when guests are present. Let the little folks talk, but without loudness and roughness, one at a time, and not interrupting another, even the smallest of the family.

We want our children to be polite outside the family circle. Let us be living examples, remembering at all times that manners are more easily caught than taught. If we do not try to shove and push a way through a crowd, neither will our sons and daughters. If we pass to the right of persons coming toward us, go to the left in passing some one who is ahead and going in the same direction, do not talk and laugh boisterously in public, we will not need to preach these things to the children: they will do as we do.

Politeness means doing acts of courtesy in the pleasantest way possible, with a smile and a cheery word, and with thought of self last. It is a right of children to have the example of the parents in acquiring this trait.

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PRIDE

By William A. McKeever, A.M., LL.D.

Pride is a proper estimate of self.—*Humboldt*

In teaching your child pride, aim at a middle course, and especially to avoid vanity. Make it mean a proper sense of his dignity and worth in all ordinary acts, possessions, and relations. Make it mean a sense of indignity in case his worth or worthiness be assailed or offended by another. But in all cases avoid the idea of vain display.

Pride unquestionably means a sense of superiority. But there is a superiority which causes pain and jealousy on the part of others, and there is another kind of superiority which inspires them to generous admiration and emulation. Aim to inculcate in your child a pride that challenges himself and others to noble actions. This variable virtue will call for most serious consideration during the high-school age, as it is a form of social sensitiveness. You will do well therefore to admonish your young frequently about as follows:

"You can learn to hold up your head and be proud of your good name and character as a student, my Boy, but you need not humiliate any one else in doing so. Grant to all the others some point of excellence and pride, and try to see their virtues. In getting your lessons well, in attending faithfully to all your school duties, you are but doing what every other worthy student may or should do. Hence you are not standing in the way of any, or giving offense to any. I am proud of your attainments and I want you to feel the same about them."

"I want you to be proud of your good appearance, your refined manners, your high social standing, my Girl, but I want your pride to be gentle and humble and generous. You will love, and even pity, any who lack your splendid virtues, but you will not regard them with scorn or contempt. All about you there will be girls who are untidy, who are unrefined in their manners, who are slow in their school work, and who seem to lack the virtues which attract others. But do not forget that these may all possess at least the possibilities of some kind of excellence, and it is your duty never to offend them by any show of vanity. Simply be your noblest self, be at all times proud of that self, and inspire others to be like you."

From long consideration of this matter I am convinced that pride of name, of manners, of possession, of achievement, and the like should always be estimated and sought as an attempt to express the ideal personality. Vanity creeps into pride when one seeks to offend or outdo his fellows. Continue, therefore, to remind your child of the ideal attainment and of the ideal character—of how worthy it is to rejoice in his own high rank in any line, provided he is seeking to rival his weaker self rather than some other person.

Keep in mind always that true pride is consistent with humility, that one can make his own worth shine through conduct and character, and still continue to see the goodness and worth in others. So in teaching your child or your youthful son or daughter to be proud of his worthy self, try to add to his pride the splendid sentiment inculcated in the thirteenth chapter of First Corinthians—"Love vaunteth not itself."

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PUNCTUALITY

By Nelia Gardner White

Every child should be taught to pay all his debts, and to fulfill all his contracts, exactly in manner, completely in value, punctually at the time.—*T. Dwight*

Have your children ever said—"I can't come just now, Mother—I'm busy with my blocks!" No doubt the building of blocks was at that moment very important—more important than we can realize. But more important still should be the response to the demands of time. Some of us are martinets—always insisting on the accomplishment of a given task at a given time, till our children come to look upon time as a relentless, hateful giant. I think a great deal of the slothfulness of this world comes from that arbitrary insistence that things be done on time. The things hated in childhood are gladly cast aside as soon as maturity comes.

But isn't there some way to make punctuality and a well-ordered life a beautiful and desired, instead of a dreaded, thing? For it is beautiful. Time is not hard and relentless; if it is used rightly, life becomes smooth, peaceful, and happy; if used wrongly, life is a tangled mess of fretting and discord. You've seen folks who always had to rush to get to places on time—who rushed to get their meals ready—who rushed about their cleaning and their sewing. It is an unlovely quality. It is nearly always when you come down to the facts the result of previously not having done things on time. Their clothes weren't in order for calling—the dishes needed weren't clean—their materials had not all been purchased for the proposed sewing—there wasn't any scouring powder on hand for scrubbing. Not one of us wants a child to grow up to be that kind of a person, who neither gives nor gets happiness.

However, that state is only a natural one, arising from a failure to appreciate the importance of time. It is not the "rusher" who has the most leisure time. It is the one who does each task as it comes, does it thoroughly, leaves nothing for "some other time." Of course, we're all only human and we all have lapses, but it's just in so far as we meet duties unafraid and willingly that our work becomes easy, a pleasure instead of a dread.

But how can we get our children to see the importance of this? First, I think, emphasis should be placed on the pleasure that accompanies that instant response to the call of the clock. The "Come this instant or you won't get a bite of supper!" is only too common. It seems to me it's only fair, while the child is young, at least, that he should be told that supper time is near at hand, that shortly he'll be called in from play. Perhaps you can let him know of something he likes that's going to be for supper. You'll find that he comes much more readily when it is time. And soon promptness becomes a habit. Pleasant habits cling to us. Why not work to make into pleasant habits all necessary duties that have to be observed through life? Wonderful results come from the expenditure of a little patience and time.

You can have a game of going-to-bed time; an exploring trip of Mr. Soap of wash-up time and an independent, grown-up event of dressing time. Punctuality really isn't hard if we can only remember that the accomplishment of things at a certain time is what we desire, not the accomplishment of things because we order them done at a certain time.

Let us keep this lesson in our parent-consciousness if we want our children to become men and women whose lives are smoothly peaceful, ordered so that they may find time for things that make for culture and soul-growth.

We speak of "appointing" a time for an engagement, a meal, a meeting in a church or hall without thinking of the connection of the word "appoint" with "punctuality." In the Latin there is a word *punctum*, meaning a "point." From this comes the word "punctuality," which implies the small, close exactness of a "point." We have an illustration of the old use of the word in the terms "at the point of death," and "at the very point of signing," as of a document.

So punctuality means, as stated in the familiar phrase, to be "right on the dot," that is, on the "point" (*punctum*).

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PURPOSE

By William A. McKeever, A.M., LL.D.

Purpose is the edge and point of character.—*Varro*

"Morris, why are you carrying all your things into the dining-room?"

"Miriam, I notice that all your pictures have been taken down from the wall. What are you planning to do?"

Thus you may train your child in the matter of having a definite purpose in his play or in his work. Much of the activity of the growing child is started by impulse and ended in uncertainty. Out of this practice of starting with no clear purpose in view, and continuing thus toward a very happy end, the shiftless "hobo" mind has its origin. Make your child explain himself frequently. Challenge him to show you what he is about, and why he is doing a certain thing.

Do not waste your time on mottoes, wise sayings, and admonitions. Go directly to the self-chosen occupations of your boy and girl and talk it out with them till you see their purposes, or compel them to become conscious of plans and ideals which they should be carrying out. This interesting discipline in preconceived action may continue all the way from the kindergarten to the close of the high-school course. "What are you aiming to do and why?" This is your standing challenge.

Often, at the end of the common-school career, we find the youth more skilled in dodging responsibility than in planning a life purpose. He has schemed to do the minimum of work in his classes. He has contrived a way of shirking responsibility at home and of getting all he can out of his parents.

Notice, then, if you will, the element of service and unselfishness in purpose. In having an aim for his endeavor your child is giving himself freely to an ideal. He is not merely using, or consuming, or "following his nose," as we say. He is expressing himself. However, if we are to bring skill and artistic touch into expression; if we are to inspire a child to rise above the mediocre in what he does, not our purpose but his purpose, must be the goal.

Find out what is vaguely at work in the mind of your child and help him to clear that up. Find out what his impulse, his desire, his interest, his vision leads toward, and help him to define his own aim. Always begin where he chooses to begin, and travel on with his mind and his effort from that point of view. Question yourself to make sure that you are not forcing matters, that you are not trying to realize some unsatisfied desire or purpose of yours rather than to help him realize his own possible aims.

Finally, the developing purpose of your child becomes a developing interest of your own. You watch him learn and grow. You observe the working of his mind as well as his hand. You notice how his activity starts, how it goes forward through trial and correction, how it becomes —under your watchful assistance—defined as a purpose; and, through and by means of this interesting association with an eager discoverer of life's better way, you learn more and more how the miracle of personality is integrated. Your purpose to have your child derive a purpose for his actions becomes a matter of increasing charm and interest for both of you.

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REASONABLENESS

By William A. McKeever, A.M., LL.D.

Let our reason, and not our senses, be the rule of our conduct.—*Confucius*

Not merely to have a purpose for what he does or what he believes, but to be able to offer a fair and sensible explanation of it—that might serve as a working definition of reasonableness for your boy or girl. Can you bring this idea before your child, making it his common practice, and finally his ideal?

"Why are you so unreasonable?" "Why do you want to do so foolish a thing?" "Your idea is silly." These remarks are common, in connection with the home management of the young. "What is your reason?" "Explain your purpose in this act." "I don't get your idea. Explain it." The last three statements, if used instead of the first three, would indicate reasonableness on the part of the parent. That is, challenge reasonableness on the part of your child by displaying some of it in your management of him.

Childhood is prone to extravagant language, to a prodigal use of time and materials, to careless

guesses and unreasoned estimates. When such behavior is manifested on the part of your own boy or girl, talk the matter through with him calmly, instead of contending loudly against him. The conversational method of education is the true key to power and accomplishment in home training. Begin by showing interest in your child's unreasonable position, and even respect for it. By showing respect for his point of view you win his respect for your challenge. You then become partners in a learning process.

Help your child to see the whole meaning of his proposed acts and his statements. "Paul, should you destroy your airplane that cost a dollar in order to get a rubber band for a bean snapper that is worth a penny?" "Eva, should you leave school for two days in the country at this time, when it might cause you to fail and to be thrown back for a half year?" "Henry, is it reasonable to spend $65 for your spring suit when you consider the size of our family income and the number of bills we simply must pay in order to remain self-respecting?"

The foregoing questions will indicate the natural method of teaching reasonableness. Your child usually is impelled by some small, personal wish. Your thinking about the matter includes a far larger program of actions and events. Hear him patiently in his plea or explanation, and then assist him to connect his answer with yours. Aim to be reasonable at all times and you will win his respect for reasonableness. As a rule a compromise arrangement is the ideal. You yield partly to your child's position, and sometimes considerably, and you bring him far toward seeing yours and accepting it.

Living with the children in the home becomes an interesting game of give-and-take, to the parent who is awake to the issues. To assume as a practice that you do not know it all, to refrain from being hard, dictatorial, and arbitrary, to treat your child as a person of respect in his class and age—this sort of attitude will go far toward inculcating reasonableness on the part of your boy or girl. Remember always, that it is one thing to cause him to see the reasonableness of a proposed action and another to give his consent thereto.

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REASONING

By Jennie Ellis Burdick

Reason is the glory of human nature, and one of the chief eminences whereby we are raised above the beasts in this lower world.—*I. Watts*

Experience and observation are the foundation of thought. The development of a child's power of thinking commences when he first begins to experience sensations and to observe, and from this time on thinking of some sort is continuous in the normal mind during the hours when the body is awake. Experiences and observations multiply, memory plays its part, and imagination has an important role.

As his mind develops the little one begins to perceive that while he has a comprehension of some few things, there are many which puzzle him. Then commences a bombardment of whys, hows, and whats, which lasts so long and is so continuous that adults, forgetting their own childhood, wish that the person who first invented those words was there to answer them.

The wee child's reasoning is more or less in-

stinctive—we might call it unconscious reasoning. It is a very simple process; he reasons from one cause to one effect, and does not combine two causes or admit into his thoughts any modifying conditions. But by the close of his fifth year, he commences to bring into relation the things which have been crowding in on his consciousness. He begins consciously to give reasons, and, while he is still curious, his questions show that he is reasoning more logically and more correctly. And he will continue to grow in reasoning ability if his thoughts are well directed. Inexperience in logical thinking and ignorance of facts will produce mistakes.

What can we do to help him?

We can answer his questions truthfully and simply.

We can answer his questions fully; *how* fully depends upon his age and the circumstances under which the question is asked. If you are intending to take a trip by train from the city of A to the city of D, you are satisfied if the ticket agent tells you the train leaves A at 10 a. m., and arrives at D at 6 p. m.; later when you are sitting in the train you probably will study your time-table and note the hour at which the train is scheduled to stop at B and C. So it is with the child's questions.

We can correct his errors without ridicule, which produces self-consciousness in the child and paralyzes his efforts.

We can help him to recognize his problems, then discuss them with him, and help him to think them out.

We can help him to plan and to experiment.

We can let him decide for himself, and if his decisions cannot be carried into execution show him clearly the reason why.

We can endeavor to impress upon him that "experience is often a very costly teacher," and that it is much less expensive if we will but learn from the other fellow's experience. Until he learns this lesson it will often be necessary to let him make mistakes in minor matters, and let him learn by his mistakes.

We can encourage him to stop to think when a new situation arises, and to solve his problems without becoming disheartened.

All this, of course, is much harder than doing the child's thinking for him ourselves. But doing these things consistently develops the reasoning power early and is of the greatest value to the happiness and future welfare of the child. If a child thinks of some new and better way of doing some little task let him try it. If he succeeds, help him to analyze the reason for his success, or if he fails, of his failure.

We can think only in fields in which we have had experience, and for this reason we ought to help our children to the greatest possible number of useful experiences, and a wide training in thinking. Nine years of age is not too young to begin to take him on visits to manufacturing plants, engineering projects, stores, shipyards, farms, and other places where he will see things which will increase his knowledge of how the world lives.

When a child shows good, logical reasoning, commend him. If he makes a mistake, help him to see where his error lies and to try again. And it is not only in life problems that this holds good. The child should also learn how to solve his study problems. It is only by so doing that he can learn later to think in the terms of whatever his occupation may be.

In the later teens, both boys and girls take special pleasure in debates and enjoy discussions. In fact, discussion is one of the most effective ways of gaining skill in constructive thinking. All children are interested in political and family affairs; and discussions in the home, if carried on in a spirit of good temper, provide the practice in logic. High school debating societies are also excellent. Herodotus, the Greek historian, once said: "Those who are guided by reason are generally successful in their plans."

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RELIABILITY

His nay was nay without recall;
His yea was yea, and powerful all;
He gave his yea with careful heed,
His thoughts and words were well agreed.
—*Baron Stein*

DURING the American Civil War General Thomas, of the Federal Army, came to be known as "Old Reliable" because of his steadfastness of purpose and firmness of character. His superior officers knew that they could depend on him to carry out orders, and his men knew that he estimated difficulties correctly.

In a family of several children it is usual to find one—maybe a boy, maybe a girl, who has this trait of reliability. If something important is to be done Mother says: "I'll have Anne take care of that. I can rely on her."

If the mother should take thought she might ask herself why Anne should be more reliable than her brothers and sisters. This trait of character is not wholly innate; it may be the result of training. It is true that certain traits of character seem to be carried on from one generation to another. It is also true that certain desirable traits may be developed by means of example and precept. Anne should not be expected to look after so many matters simply because she is reliable. The result is merely to strengthen in her a trait already existent. Her brothers and sisters must be given various tasks that reliability may be developed in them. Let them work with Anne to have the benefit of her example and her habit of doing things thoroughly.

If Father, when leaving for business in the morning, should say to his boy: "John, you are to cut the grass on the lawn when you come from school," he will expect the order to be obeyed. John, however, may be attracted by a game of ball and get home too late for his task. But suppose Father had said: "John, I *rely* on you to cut the grass this afternoon." The difference in words would have made a stronger appeal to the boy. Father relied on him, and he could not let his desire to play ball make him forget his father's wish.

There are two sides to this question of reliance. Children rely on parents for food, clothing, a place to live, and an education, and parents prove their reliability in these respects with others added for good measure. Are not children reasonable enough to show their reliability in return? This is one appeal that can be made to the older child. But if the demands are proportioned to age

and understanding, the child will learn reliability without arguments. Children quickly tire in well-doing; and whenever they show that our confidence was well-placed they should be praised. An errand properly executed is an example in reliability.

Many an American pioneer and Indian fighter named his rifle "Old Reliable" for the reason that he could depend on it to shoot straight if properly sighted.

What a comfort to a mother, to a father, to know that in the family is a "little old reliable" who can be depended upon to meet duties and discharge them well!

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RESERVE

He that would live in peace and at ease must not speak all he knows nor judge all he sees.—*Benjamin Franklin*

Words usually have several meanings. The first will relate to material things and from that we may get a derived meaning. This is true of the word "reserve," which is from the Latin verb *reservo,* meaning to "keep back," to "store up." This idea is expressed in the two phrases, "to have something in reserve," "a reserve supply." A bank has a reserve of funds which is drawn upon only in need. The United States Army organization has a reserve of men and material, and there is also a naval reserve; coal mines and the big selling companies keep a reserve supply of the needed article; good business practice demands a reserve capital.

This idea of reserve has a personal application. One keeps back from other persons, especially those outside the family circle, many thoughts which come into the mind. This is personal reserve. As one goes outside the family into the circle of intimate friends there is a slight tightening of this reserve; beyond that, in society and in public places, the reserve is still greater. One "keeps back" more.

In the family circle subjects are discussed with freedom, criticisms of each other and of persons outside are made, comment on occurrences in the family life are unrestrained. In this way children acquire the habit of speaking freely the thoughts that come to them. Sometimes, however, guests are present. The little folks do not appreciate the fact that the guest is an *outsider,* and that the freedom of the family circle does not now exist. This is the reason for the familiar saying: "Children should be seen and not heard"; the liberty to speak any and every thought is taken away for the time being.

As children go out of the home, first to school and later to other places, they should be cautioned not to talk about family affairs, because these are private and because outsiders are not interested in such matters unless from idle curiosity of that type called gossip.

With more years the idea of "good breeding" can be explained to children. Reserve is one of the marks of this good breeding. Loud talking, excessive and loud laughter, discussion of other persons' characters, the mention of names, and similar behavior in public places breaks the re-

serve that should be the rule in public places. We must enforce this principle when with children in public, pointing out examples of lack of reserve when displayed by other children, and drawing the contrast with a fine reserve.

This lack of breeding in young people, this throwing aside of reserve, is one of the reasons why we must have careful regard to the companions of children. Associations in school, play, and other places where children gather are sources of trouble. Picture plays too often present scenes in which every principle of social and personal behavior is violated; books with undesirable examples of action and conversation may be had in circulating libraries. Such experiences and contacts may almost nullify the teaching and example of seniors.

To be watchful of recreations and books is just another of the responsibilities of the parent or teacher.

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RESOURCEFULNESS

By William A. McKeever, A.M., LL.D.

Resourcefulness is applied experience.—*J. E. B.*

"THERE are always six ways out of a difficulty." Some one has coined this phrase, and I am willing to accept it as a practical truth. We can and should teach our children to find a way or make it.

First, there can be taught resourcefulness in dealing with things. The materials of work and play are constantly getting out of order. Never repair any such thing for your child. Let your boy tie his own broken kite, be the job ever so crude. Let him mend the break in his wagon, even though the result is a makeshift. Let your girl bind up the break in her doll, turn her stocking around so that the hole will not show, use a paper napkin on which to outline her lesson, in case the regular paper is not available. Let your youthful son and daughter work out a scheme for making the old furniture last another year, for providing the family an inexpensive summer outing, for keeping the family budget down to or below the level of the income.

Second, there can be taught resourcefulness in dealing with persons. "Give a square deal to everybody" is a good motto for your children. Perhaps you will admonish them thus: Have opinions of your own. Do not fear to express them freely, but yet, quarrel with none. It is always possible to hold the friendship of even a disagreeable person. Study each person you have dealings with. Many will try to start some morbid or destructive conversation. Learn to turn the thought and the discussion to the better side of the topic, or to a happier idea.

Resourcefulness in ideas is especially a big asset for any young person. Explain to your youthful son or daughter how to derive fresh ideas for conversation with others—by showing a genuine interest in the other, by asking him

questions which imply a compliment, or which he is pleased to answer, by showing an appreciation of the virtues and best achievements of another, by habitually looking for the better interpretation of another's thinking or behavior. "I never can think of anything to say" should be replaced in the mind of your child with "I always aim to ask another something he can easily answer."

Third, there can be taught resourcefulness in dealing with problems. Never solve a problem for your child if he can do it for himself. "You can do it. Think it out, Boy." "Take your time, my Girl." "No hurry about your getting the right answer to this problem." "To-morrow or next day the way will open for you to get this thing." "Have faith in yourself, my Son—my Daughter—be calm, fret not at all, take time to think, and soon the answer will come to you."

Perhaps the chief virtue here in teaching your young resourcefulness is patient, quiet expectation. It is a distinctive help if they learn to believe in themselves and to have faith in the opening up of a way around practically every kind of difficulty or problem. The right idea, the complete answer, the perfect performance lead your child to understand that all this treasury of good is potentially stored within him, and that he can always derive much of it through his own efforts.

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RESPECT FOR LAW

By William A. McKeever, A.M., LL.D.

I sometimes wish that people would put a little more emphasis upon the observance of the law than they do upon its enforcement.—*Calvin Coolidge*

"Why don't they enforce the laws against gambling and bootlegging?" your fifteen-year-old asks at the dinner table. But who are "they"? And how do "they" get authority to enforce law? Truly, here is a challenge which should make the parent sit up nights searching for the right answer.

The disrespect for law, so common in recent times, is an acquired attitude of mind on the part of the common population. Disrespect for law and enforcement is flaunted on every side. The criminal is always interesting to the young because he is dramatic and spectacular, and we older ones are often inclined to admire some phases of the dramatic criminal's behavior.

Let the parent but think the matter through and he will easily understand why the criminal is often secretly almost the hero of the typical high-school student. The parent will then find himself under the necessity of establishing in the mind of his child a basis on which to teach respect for law. He will have to show his deluded son that the authority for law and law enforcement goes directly back to the people themselves. They elect their officers, but they must support them by word, by deed, by sentiment, after they are elected, or the laws will not be enforced. Officers usually act in accordance with manifested or expressed public sentiment. They sound out the opinions of the masses and then execute the laws accordingly.

"You are a part of the government, my Boy," you say to your sixteen-year-old. "Whenever at the high school you make light of law, speak ill of officers, urge that nobody has any respect for enforcement, you are helping the criminal to win

and helping the officer to fail. Whenever you fail to report the doings of the gambler and bootlegger known to you, with the idea that it is none of your business, you are acting directly against law and decency and good government." "Why do they not enforce the law? You are why. You and the masses of young people who are thoughtlessly making fun of law and who openly applaud the law-breaker—you are the power of encouragement behind the criminal."

Thus you should put the matter straight to your boy. Disrespect for law has become popular among his associates, his class, everywhere. He must be shown how and why his careless social behavior, his swaggering pretense that he is a drinker or a gambler, his open approval of criminals and his denunciation of officers—he must be brought to see how this personal behavior of his is the very essence of disrespect for law, and the very foundation of non-enforcement thereof. In short, until we shall succeed in teaching our youthful son that he is the government, be it good or bad, we shall make little headway in teaching him respect for law.

Of course, there are many little lessons of home obedience and of respect for home authority to be taught, in order to lay the foundation for respect for statute law. But the high-school age is the class which to-day is doing most to contrive unconsciously against law and its enforcement, and we certainly need to center our efforts on this obstreperous young generation. There should be a "respect-for-law" movement conducted in all schools and through public propaganda, to the end that the young may stand personally and collectively for enforcement.

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RESPECT FOR OTHERS

By Carrie A. Ritter

Nothing sits so gracefully upon children, and makes them so lovely, as habitual respect.—*J. E. Reade*

"Mother had a hen-party yesterday," gleefully exclaimed a young girl of sweet sixteen. "Mother had seven old hens here and you ought to have heard them cackle and seen them eat ice cream."

Many people might call this a cute up-to-date speech, but the mother of this same girl complains, "Mary is not respectful to me. She thinks I'm old, too, and I'll not be fifty-six until September. I don't see why she talks so about my age."

Casually observing these cases we wonder how much of this is training or rather lack of it. We notice the same attitude in the parents not infrequently in speaking of, or to, elderly relatives. Children are often allowed to be saucy to their grandparents or to their elders.

So it comes to us that the atmosphere in which a child is reared is responsible for his respect or disrespect for those older or in authority. Sometimes it is not the words so much as the tone in which the parent speaks of an elderly person that conveys disrespect.

There has always seemed to me to be a natural bond between children and very elderly persons. The little ones love stories which the older ones can tell delightfully. I know of a case in which a grandmother and her only granddaughter are chums. They camped together for a month when the rest of the family did not care to go. "Grandma had the time of her life," explained the girl, "only we did eat such a lot, both of us, it kept her busy. The young folks used to come over too. Grandma let us have all kinds of fun, and invited them to meals. She seemed to enjoy it as much as I did."

It was the same girl who said of her grandmother, "Grandma does not hear very well over the phone, in fact she does not hear it ring unless she is in the room with it, but don't hesitate to call up, there are some persons she can understand, so she will answer if possible."

Does not this sound better than, "She's deaf as a post, what's the good of her trying to understand anything? No use your telephoning unless Mother is home, or I am."

We wonder, yes, we wonder very much if the attitude of sons and daughters-in-law to aging widowed mothers has anything to do with the way young people speak of "Grandma."

"Old folks aren't wanted." You hear it often. Perhaps they are not, but sometimes it may be their own fault because years before they allowed themselves to speak carelessly of other elderly persons, forgetful of the law of suggestion. Let us be thankful for the mothers who taught us that filial respect and consideration were their due, that members of the generation older than ourselves were to be treated with deference, loving care, and gentle thoughtfulness for their comfort, and that selfishness and disrespect to our seniors are neither more uplifting nor ennobling to our own characters than they are pleasant to the elderly people.

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RESPONSIBILITY

By Helen Gregg Green

Responsibility walks hand in hand with capacity and power.—*J. G. Holland*

"I don't understand Aileen. She is positively lazy about the house," complained Aileen's mother. "She'd let me wait on her hand and foot, if I'd do it. And I guess I nearly do."

"My dear," spluttered Aunt Emmy Lou, "I can explain the case. You started wrong with Aileen. When she was a wee girl you were always doing things for her. 'Wait, dear, it's raining. Let Mother get your overshoes and umbrella.' If you asked her to dry the dishes, and she wanted to play instead, you would say, 'Run along, dear, Mother will do them!' Yes, you were Aileen's servant. There's no doubt about that."

The mother winced. "Oh, surely—!"

"Yes, it's true!" Aunt Emmy Lou interrupted. "I believe in being a child's aid, friend, and mother, but *never* his servant. No wonder Aileen is lazy now. You've taught her to be, encouraged it!"

"Oh, Aunt Emmy Lou, don't be cross with me," Virginia smiled. "But I guess you're right. I never thought of her laziness being my fault before. Why does it take us so long to wake up? From now on I'll have a different system with my little girl."

But she was just twelve years too late beginning the proper "system."

It's not a kindness to a child to do the hundred and one little things that he should be taught to do for himself. We must teach our children initiative, and to do this they must have little responsibilities of their own. As they grow older these may be increased so that they will gradually become more efficient and better able to face the responsibilities of life.

One of the most unhappy girls I know is one who had a great deal of responsibility thrust upon her when she was wholly unprepared for it. Of

course she was not equal to it. Her parents had shielded her all her life from the responsibilities she should have had. Even very small children should be given a small amount of responsibility; first in homeopathic doses, to be increased as the child grows older. Then in time he will be able to accept all that comes his way in a capable, experienced manner.

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RESPONSIBILITY TOWARD HUMANITY

By William A. McKeever, A.M., LL.D.

Everything which the real welfare of society requires remains a responsibility on the conscience and honor of individuals.
—*Charles Timothy Brooks*

The first other self discovered by the ordinary child is his mother; then, his father and the other members of the family in their turn. After that the circle is likely to be kept to a few outside associates until school begins.

Now, the parent will notice that the growing child slowly discovers the presence and the relations of others about him, and that he learns to appreciate them only as he is taught to appreciate them. The basis of a feeling of responsibility toward humanity is social sympathy, ever reaching out toward a wider range of acquaintance and interest.

It is a sense of belonging to the whole human family which we should aim to cultivate. But in order to make that real, a growing individual must experience in outline the great human types of behavior, which are play, work, friendship, and worship. Teach your child to play, to laugh, to romp, to hike, to mingle on terms of equal fellowship with the masses of his grade and age. Thus have him acquire for himself the democracy of play, and you have given him the beginnings of a feeling of responsibility toward humanity.

It is said that you do not really know a person till you have worked with him. The masses of mankind are industrials. By the sweat of their brow they eat bread. Your child should have at least participation in the greatest industrial department of human experience, so that he may know to a further degree how man lives and moves and has his being. It will help your adolescent child to have some brief practice in soil culture, in amateur manufacture, in the handling and sale of commodities.

Then, if you wish your child to know humanity

and to sympathize with the world at large, give him guided practice in forming friendships, especially during the high-school period. Aim to have him learn how to meet and respect all worthy classes and varieties of persons, to be courteous, tolerant, sympathetic, and urbane. Practice only will bring this about. Ability to make friendly connections with the many is a step toward universal social sympathy.

Finally, see to it that your child enters early into the practice of some kind of worship, the form which seems to fit his requirements for congenial, wholesome, and inspiring relations between man and God. Aim to imbue him with the idea that mankind is naturally religious, that the individual is at his best, and the masses behave at their best, only when they respect religion and worship as well as play and work and sociability.

The great human and humanizing experiences explained above—if wrought into the life and character of your growing child—will tend to give him a broad sympathy for all mankind. He will thus acquire a sense of belonging to humanity, of being fond of all worthy human beings, and he will desire to serve them. Thus, responsibility toward humanity becomes a process of unfoldment. It is a slow process of discovery of the self and of other selves. It is a directed seeking for the heart of humanity and a consequent unfoldment of a universal social sympathy. Once that high point has been attained, your child will desire to share his blessings as well as his fate with the entire human family.

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REVERENCE

By William A. McKeever, A.M., LL.D.

When you speak of God or His attributes let it be seriously, in reverence and honor.—*George Washington*

Reverence is not a deeply felt need of childhood, but it can and should be taught through example and precept, chiefly the first named. To show respect to things, institutions, and ceremonies regarded as sacred; to see the laws of God as prevailing over and above the deeds of mankind; to participate in some degree in the outward forms of worship—these signify the feeling we call reverence.

"We never make light of anything found in the Bible." "People do not laugh aloud and giggle in the church during the services." "Something

makes the flowers to bloom, the birds to sing, the breezes to blow." Or, as the late Maria Straub so tenderly expressed child reverence in a song:

"God sees the little sparrow fall, it meets His tender view;
If He so loves the little birds, I know He loves me too.

"He paints the lily of the field, perfumes each lily bell;
If He so loves the dainty flowers, I know He loves me well.

"Since He has made the birds and flowers and all things large and small,
He'll not forget His little ones, I know He loves them all."

Thus you remind your child of things sacred, while you treat them accordingly. If you can lead your young to give quiet and respectful attention to your discussion of sacred matters you are perhaps making sufficient headway in the inculcation of reverence. You cannot well cause deep feeling in the heart of the child till after he has had the underlying experience. What he merely acts reverently toward now, he will later regard with a feeling of reverence.

True reverence, then, would seem to be an affair of the adult, and not the child consciousness. For the parent to understand this situation is to increase his leniency and patience in dealing with the supposedly irreverent child. What you regard as sacred, he, from mere lack of maturity of mind and experience, may regard as humorous. The child who laughs at what the minister says in the pulpit is not irreverent, he is thinking of some joke. Be patient with him, and explain matters, but do not rebuke him.

Continue to remind your child of the majesty of the mountains, the wonders of the waves, the sublimity of the stars, and the mystery of the human mind. Slowly he will develop into a young philosopher—a lover of wisdom—and, after that has been done, you need not be concerned about his reverence. Finding that the human consciousness cannot fathom the mysteries of existence, he will join the inquiring throng with—

"To whom should I turn but to Thee,
Builder and maker, Thou,
Of houses not made with hands?"

Thus things grow sacred with use, with experience, with our interesting but futile attempt to fathom their complete meaning. When the mystery grows too deep for us we desire to worship, and we are naturally reverent. Take time with your child, not merely to tell him about reverence, but to lead him into the acts, the experiences, the attitudes of being reverent.

The more I study nature, the more I stand amazed at the work of the Creator. I pray while I am engaged in my work in the laboratory.

—*Pasteur*

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SELF-AMUSEMENT

By Edith Lochridge Reid

Self-amusement is instinctive with a child; it needs only to be guided.

Children, naturally, have very simple tastes and inclinations.

How is it then that many of them even before the age of five become spoiled and petulant and demanding? This is the reason: their natural tendency toward simplicity has not been fostered and developed.

Since a mother is the strongest influence in a child's life in his early years, surely it is Mother, then, who must hold to the simple standard if the beautiful artlessness of childhood is to be preserved.

"Give Baby his other rattle box, he's tired of this one," a mother said to her little daughter in my presence. So the rubber rattle was picked up and put away because Baby had thrown it down a number of times, and a pink celluloid one was substituted.

Without entering into a discussion of whether rattles are ever suitable playthings for babies—this mother was destroying the ability of her child to find pleasure in simplicity. The baby was barely old enough to grasp anything in his hand. As yet his own fingers and fists were a perfect marvel to him. He would have played with them contentedly until he dropped off to sleep, and when he awoke and was once more fed and comfortable those same fingers would have been as attractive and novel as if he had never seen them before.

Yet in the space of half an hour of his waking time he had been entertained with two different rattles, a bright balloon tied to the foot of his bed and one or another of several toy animals which aroused very little interest in him.

Giving the baby toys too early and in too great a variety creates unnatural inclinations and desires. He is being forced ahead; and, like a hothouse bulb, he may grow more quickly, but he will be less sturdy in character than if permitted to develop naturally.

Drawing attention to the baby's accomplishments repeatedly and exploiting his achievements before visitors or relatives are sure ways to make him self-centered and artificial in manner. How can he remain unconscious when folks continually exclaim over his abilities, and direct attention to him?

I have a friend with a cunning three-year-old boy. Occasionally I drop in to call on her, but never do we have an opportunity for a good old-time chat on little personal affairs or any sort of consecutive conversation, for Billy always interrupts: "Mother, see what I'm doing," and if Mother doesn't look immediately he screeches louder than ever, "Watch me now! Watch me!"

And more often than not the mother says to me, "Look at him—don't you think he's quite wonderful to be able to do that at his age?"

Another mother stresses clothes until Annabel is vain. Each time this mother embroiders a new frock she sends Annabel around the neighborhood among her friends to show how cute she looks dressed up in her new togs. Alas! simplicity will soon be a lost art with Annabel.

Surely we cannot blame our boys and girls for their sophistication and false attitude toward life when they grow older if we do not cherish as beautiful and precious traits their unconsciousness and simplicity. Mothers will do well to remember that it is in babyhood and during the early preschool years that a child is "spoiled" in the sense of losing his native innocence of thought and manner.

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SELF-CONFIDENCE

By Helen Gregg Green

Self-confidence is the first requisite to great undertakings.—*Johnson*

"Mumsey, look at my airplane. Look, Mumsey dear! Look!" begged six-year-old Carroll. "Isn't it just a beauty?"

"Calm yourself, Carroll, your airplane is no better than Micky's. Besides, honey boy, it is nothing to get excited about."

Carroll's happy little face fell, and his eyes lost their sparkle.

"Guess it isn't much good, Mumsey. But I did think you'd like it." And Carroll and Micky picked up their once-prized airplanes, and shuffled out of the room, as if half-ashamed of having shown so much enthusiasm.

"I must kill his egotism," Carroll's mother exclaimed. "He's simply full of it."

But a mutual friend of Carroll's mother and of mine, a wise, young-for-her-years grandmother, thought differently:

"My dear Zelia, you haven't the right perspective at all. There's a vast difference between egotism and self-confidence. Nothing wrong with a dollar claiming it's worth a hundred cents, is there? The fault would be claiming anything less for itself. A child will grow and expand because of self-confidence. He will learn to develop qualities and a character that will have to live up to his self-esteem."

Carroll's mother interrupted:

"But I think—"

"Pardon me, my dear, but I still have the floor," laughed the little Wise One. "You did not play fair with Carroll when you told him Micky's airplane was as well built as his. It was not, and you know it! Carroll knows it, and Micky knows it. You were deliberately trying to shatter a wonderful possession, self-confidence. It's the 'I cans!' and 'I wills,' that make the most out of life. Not the 'I can'ts' and 'I won'ts'."

Carroll's mother's face was radiant. "Thank you, dear, I'm so grateful," she smiled. "I guess all of us need to be wakened up sometimes. I had never thought of my boy's sureness in his ability in the light of self-confidence before. I'll change my 'system' this very day."

That was four years ago, and Carroll's mother's "system" has been a different one these four years.

Carroll is now a charming youngster, full of poise and self-confidence.

His teacher tells me she thinks he's an admirable boy.

"What is his best characteristic, Miss Lloyd?" I asked. "What is there about him that appeals to you most?"

"It's his self-confidence. His belief in himself," she told me.

"And do you encourage this in all your children?" I was very much interested.

"Indeed I do!" she answered. "Too many children get little encouragement at home. Will parents never learn the great difference between egotism and self-confidence?"

I walked away wondering, too.

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SELF-CONTROL

Self-control and self-discipline are the beginnings of practical wisdom.—*Smiles*

Benjamin Franlin said: "It is easier to suppress the first desire than to satisfy all that follow," and if we add to this Solomon's proverb, "He that ruleth his spirit is greater than he that taketh a city," we need no better definition for self-control, the stepping-stone of self-government and the cap-stone of the arch of a great character.

The first step in the cultivation of this trait must be taken long before the child is sufficiently developed to control himself. Before a baby can distinguish words or understand them, he gains impressions of his mother's meaning by repeated association of word and act; from the moment of her child's birth the mother should control her emotions, especially anger or sorrow, so that they may not influence him. If a baby cries, it is hard for the young mother not to take him up and play with him, feed him although it is not the scheduled time, or hush him in her arms to sleep. But if she does, he will cry harder next time he wants attention, and before long will work himself into a veritable purple passion whenever he does not get what he wants. But if from the first his crying is left unnoticed, the healthy baby will quickly learn that no attention is paid him when he cries. Never give him what he screams for, and if he kicks or slaps in baby anger, put him down where he cannot hurt himself, saying gently: "You must not do that," and pay no attention to his screams. Give him something he can have. If he strikes it aside, take it away but never raise your voice.

A child of two or three years old who screams in a tantrum should have no notice taken of him, or, if necessary, he may be put in a room by himself—not a dark one—with the door left open, to learn to be quiet. The child of three who does not want his morning bath may be induced to work quickly to help Mother, or to get it through, or he can be put back in his bed and the shades lowered "to make it like night time. Only clean children can come out into the sunshine to play."

In these early years especially, the habit of obedience should be used to cultivate self-control, but as soon as possible the child should learn to control himself, and to teach himself to obey.

Every child needs individual treatment, and it is possible to lay down general rules only. But it is essential that father, mother, and teacher should restrain their own feelings in the presence of or in dealing with a child. Anger and impatience are sure to be echoed; and when punishment follows, resentment for injustice is aroused and may foster unsocial traits. Read or tell stories about men and women who have learned self-control, or failed in it. Benedict Arnold became a despised traitor because he had not learned to control his feelings of injustice and jealousy; Washington gained control of his high temper and became the revered father of his country; Lincoln learned self-mastery and is counted one of the greatest men in all the world. Therefore, he who has learned self-control can serve his country best.

The child of three or four can learn to keep from screaming when he falls down because "he will waken Baby," or "Daddy wants his son to be a man," or "A lady does not scream when she is hurt." By the time he is six he should know that if he loses self-control he will find it hard to keep his friends. At ten, in bedtime talks or confidential chats, he can learn to face his difficulties and be helped by the knowledge that his father and mother have the same troubles and have found it a good thing to do or think of something else as hard as they can. Keep at this idea until you see the child attempting to work off

the energy induced by emotion. The child may turn angry feelings into a well-expressed school composition and so control his speech; another may work himself into cheerfulness from a fit of sulks (depression) by digging in the garden to surprise his father; many a sensitive child has gained the art of expression in music by letting the emotion of anger, fear, sorrow, or otherwise uncontrollable joy flow through his fingers in the practice of scales. Other expedients will come to the minds of thoughtful parents in dealing with their children and teaching them how to use the traits of courage, patience, firmness of purpose, will-power in gaining self-control.

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SELF-DIRECTION

The sooner you get a child to be a law unto himself the sooner you make a man of him.—*Dr. McLeod*

WHILE the mother should insist upon obedience to her commands, she should also be careful not to give commands in matters where the child will come to no harm in making his own decision. For instance, when the baby wishes to take a toy to bed with him, show him several playthings suited to this purpose, and let him make his own selection. If, as he gets older, there is a certain cup from which he likes to take his milk, let him have that cup. Thus the little one learns that when it is possible for you to do so you will grant him the right of selection. Children are clear-sighted and have a keen sense of justice; your reminder that "Mother knows best" when you refuse will satisfy the little one, for he will be sure that you *do* know best.

When the child is old enough to walk out with you, and it makes no difference to you where you and he take your promenade, say to him, "Which way would you like to go to-day?" But when he has decided, insist on going in that direction, not allowing him to change his mind.

When you buy for your child of five or six years of age small articles the colors of which make little difference—such as mittens—consult his taste. If you find that he longs for red mittens when you had thought of getting gray, let him have the red. Not only will they please him, but he will have an opportunity to live with the color long enough to learn whether he really prefers it to any other.

Half-grown boys and girls have a habit of asking when an invitation comes, "Shall I go?" Unless there is some good reason why the invitation should be accepted or declined, the parent should insist that the choice be made by the child. And

when the matter is once settled, the child must be held to his decision. One lad said to his mother:

"John Blank's mother invited me to her house for supper to-night. I did not like to refuse, so I said I would come. Now I don't want to go. What shall I do about it?"

"You must go, of course," said the mother.

"But there's something else I want to do," pleaded the lad. "Can't you think of an excuse for me?"

"You said you would go, and you must do so," was the firm reply. "The time to think is before you promise; I am sure you do not wish to be known as 'a good promiser, but a poor fulfiller'."

Keep a child from acting on impulse. If your daughter decides that she wants to do a certain piece of fancy work or sewing, tell her to think the matter over before making up her mind. When she has done that supply her with the requisite materials and insist that she do the work she has laid out for herself. If she gets so tired of it that she detests it, never mind. She has chosen the employment, and, though she finds it disagreeable, it will assist her in the acquirement of the habit of thoughtful decision.

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Do not drift; have definite things on hand to do.—*Henry Churchill King*

What makes life dreary is want of motive.—*George Eliot*

SELF-GOVERNMENT

By William A. McKeever, A.M., LL.D.

He only is fit to govern others that can govern himself.—*Solon*

By self-government let us here mean mastery of actions. How may your child be taught to control and direct his own behavior? By experience, by trial and correction, by thinking in advance—perhaps you will make reply. We learn to do by doing, and we become master of our actions by acting the best we can and by correcting each step as a step toward the next. And, then, we initiate new action by visualizing the most perfect performance of which we can think.

Experience is the greatest school of life. Incite your child early to break into the game and stay it through; to hurdle into his work and stay by it till it is finished; to present himself bravely and frankly at the proper places of social intercourse and there to acquire an ease of behavior and manners; to go regularly to the church or Bible school of your choice and there take some regular active part. Thus you make him master of his actions through practice of those actions which are altogether worth while in our common citizenship.

Conversely, one slowly loses out in this earthly career through negative practices and negative relations. To remain back and shiver with timidity when one should mix in at the play; to sit back on a soft seat and dread work instead of getting into its character-forming relations; to stay at home and suffer depression when one's fellows are happy at the party or the other social affair; to stay away from church and avoid the practice of worship during the formative years of adolescence and youth—this sort of thing is what fills the subconsciousness of so many with an inferiority complex and makes them cringe and hesitate at the open door of opportunity. We learn to act by acting, but many learn not to act by not acting—and they are weaklings.

All valuable actions must be learned specifically. A youth may be entire master of his actions on the farm but a cringing coward at the party. Your sixteen-year-old daughter may be easily self-governed at the social affair and very weak in self-direction in any or all industrial occupations. To become master of one's actions, therefore, means that practice must be specific. Self-government is purely an acquisition. Follow your child through each important line of endeavor. Have him finish each undertaking, and even give him time to stop a bit to admire his own accomplishments. Praise him for every success and help him to overcome his failures, thus teaching self-confidence.

Train your child to live somewhat by a program, to have a time for all things and to do all things on time. Make him systematic, methodical, and yet progressive in spirit and in method. Not only may he thus become self-directive in things that should be done, but self-restraining in matters that should be avoided. Have him keep ever at the task of learning self-government through aiming right and attempting to do the right. As fast as he can handle his work turn it over to him, and as soon as he can manage himself, turn his whole career over to him. Teach him the meaning of the motto—

"I am the master of my fate,
I am the captain of my soul,"

but with the reservation that the source of all power is The Living God.

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SELF-RELIANCE*

By Dorothy Canfield Fisher, Ph.D.

Self-reliance strengthens and fits us for life's trials and duties, and keeps us from imposing on others.—*Matilda Fletcher*

As soon as the average normal child emerges from babyhood his instinct for self-help emerges as clearly, with as much emphasis, as his instinct for getting his own way. And curiously enough he is usually forced to fight for the one as strenuously as for the other. If you will spend one day in watching a healthy child of eighteen or twenty months, you will come to the conclusion that he is straining every nerve to learn how to "do for himself" and his mother is straining every nerve to prevent him, except in certain ways, now stereotyped. Nowadays, remembering the famous Montessori buttoning-frames, she usually lets her little son try to button his own little coat; but she does not teach him how to turn the water-faucet and hold a cup to satisfy his interminably recurring baby thirst. With cherishing care she springs to serve him a dozen times a day, when almost any child of a year and a half can learn in five minutes how to do it for himself.

YOU DON'T DO YOUR BABY'S TALKING FOR HIM

The mother painstakingly repeats over and over the word the child is trying to pronounce, and she is not discouraged by the stumbling inaccuracy of his unpracticed little tongue. The fact that he is interested enough to try it is proof positive that he will soon be able to master it. She never dreams of saying: "No, dearest baby, 'kitty' is too hard a word for baby to say. Let Mamma say it for him!" The absurdity of that is patent to her.

But she does not with equal patience show him over and over how to carry a light stool about and use it to climb up in the armchair he covets. She says: "Does baby want to get in to Papa's chair? There, Mamma lift him in!" And then Mamma must lift him out, of course! This furnishes a delightful passage in Mamma's life, with a chance at which all of us mothers are only too eager to snatch, of hugging the sweet small body and kissing the round cheeks. It is quite a bother to show him over and over how to climb up on his stool and thereafter to watch over the first experiments, to safeguard the inevitable first upsets. But if she is looking out for the best interests of the small person under her charge, rather than for a good excuse to give him a hug, she will patiently insist upon the use of the stool, whenever it is possible.

TOOLS ARE KEYS TO SELF-HELP

The stool, the cup, the stick, the bureau drawer, the faucet, what are they but tools devised by human ingenuity; and the use of tools is one of the most important devices for training the young human animal to self-help. Being human he has a profound interest in tools, and is willing, for instance, to bend every energy to learn to use the lever, although he may not know its name for a dozen years. Is he trying to extricate from his sand-pile a buried stone? Don't pull it out with one jerk. Give him a stick, show him how to thrust one end under the stone and put his weight on the other end. You will find him a week later using the principle to force open a door that is difficult to open. Does the baby-girl find her doll-carriage will not go over the threshold? Don't lift it for her. Show her how to bear down on the handle so that front wheels will be off the ground, and then how to lift and push at the same time.

THE BUILDING POWER OF HABIT

And, of course, there is a greater principle involved than any law of physics. Back of all this stooping to observe minutely what are the capacities of a little child, back of all his ingenuity in devising ways for the three-year-olds to make use of the ordinary apparatus of a home, lies the faith in habit, that great master of human life. No child is naturally passive. If we can avoid forcing him into passivity in early childhood, we need have no fears as to his capacity later to look out for himself. A little boy who does not ask to be lifted up on a sofa, but goes and gets a little

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stool to climb up and down, has set his feet on the path which leads surely and certainly to self-reliance. The three-year-old girl who can open and shut doors for herself, can put on and off her own wraps, and can get a clean dress out of her own bureau drawer, will not at seven ask her teacher to put her rubbers on for her. The little child who has discovered the delightful extension of his strength which comes from the use of a lever will, when the time comes, seize eagerly on the use of a hammer and saw and plane; and that means he will make things for himself, instead of asking somebody to buy them for him.

Any human being, young or old, who has once tasted the pleasure of competent activity will never lack the instinct to do for himself. There is no surer beginning for the habit of self-help than the consistent training of the capacity for it. What people know how to do well, they like to do.

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SELF-SACRIFICE

By William A. McKeever, A.M., LL.D.

That which especially distinguishes a high order of man from a low order of man is self-forgetfulness; it is self-sacrifice.
—*J. A. Froude*

Self-sacrifice relates mainly to the surrendering of a purpose, while unselfishness relates to the giving up of a desired object.

Your five-year-old boy is getting out his toy carpenter tools, and is planning to make a new house for his pet kitten. You remind him that it is Sunday, that he is to put away his work and go with you to the Kindergarten class at the Bible school. You explain as best you can, argue gently, and finally get his consent to the restraint.

Your ten-year-old girl is all ready to go with you on an all-day picnic, and has counted long on the outing, when unexpected company arrives making the trip impossible. You take the child aside, remind her of how good she has always been to give up to necessity, you promise to make up the disappointment with a future outing, and you continue to argue and plead affectionately till she agrees to the sacrifice.

You have promised your sixteen-year-old son that the family is to have a new automobile at this time, but unexpected family reverses make that boon impossible, and the old one must serve another term. It is a deep disappointment to the youth, and he shows signs of flying into a rage of dejection and denunciation. You begin by recognizing his right to be deeply hurt, and you continue from that point to make your decision appeal to his reason and to his desire to subordinate his interests to those of the family as a whole. You finally win him over, and his disappointment slowly is relieved through the substitution of his filial love.

Now, here we have the essentials of rational self-sacrifice—and there should be no other kind. Your child should be brought by explanation and gentle argument to see the need of his sacrifice, and he should even be given a chance to make the decision without the semblance of any enforcement on your part.

However, it is quite another matter to request your child to give up a life purpose, or to sacrifice one of the great interests of a possible well-balanced career. Such self-sacrifice is not only short-sighted but it is always tragical in its consequences. Many parents keep their daughters too close at their side, causing them to give up an ambition for an independent career or the God-given desire for marriage. Many a father practically forces his son to take up a life work for which the young man has no interest or desire, in order that some early disappointment of the father's might be relieved through the deal. The outcome is usually the crushing of natural hope and ambition for the son.

Now, perhaps the matter has been made sufficiently clear, but it may be restated thus: Train your boy to give up some of his immediate purposes and projects, but always through gentle persuasion, explanation, and appeal to his sense of right and justice. Win his consent rather than force it. Then, be careful not to exact self-sacrifice in relation to the deep, instinctive desires and longings.

Consider that sacrifices must be made in behalf of these rather than in opposition to them. Your growing son or daughter has a prior right—a God-given right—to work toward an independent career of his own choice, to get out where there are all reasonable advantages for a happy marriage and a wholesome family life of his own.

Self-sacrifice lies at the door of all great usefulness.—*Anon.*

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SERVICE

By Jennie Ellis Burdick

'Tis nobleness to serve.—*Emerson*

Helpfulness is aiding some one, but Service is doing something useful for some one. From our first days to our last, we live in a world in which service of some sort is a duty laid on every one. It is true that some few refuse to serve; they work not to serve but to injure society, and so they become outlaws. Another few escape the necessity to labor for living and luxuries either for themselves or for dependents, because of the wealth produced by one or more ancestors. Fortunate indeed are these individuals, for while it is true as the gentle Nazarene said, "To whomsoever much is given, of him shall much be required," it is also a fact that doing for others gives more joy than receiving from others.

The first society which a child knows is that into which he is born—the home. The society of the home is a type, in miniature, of the larger society of the nation, of the world. Every time we let a child help us to do something useful, however small his part may be, we are aiding him to learn the joy of service and implanting in him a line of thought which later will bear fruit in deeds of service. So from the first possible moment, let the children serve. Help them to make gifts. Help them to carry out their plans to do things for others. And, above all, do not ridicule or permit any one else to ridicule their efforts—look at the motive and not the crude result. Appreciation will inspire them to improvement.

From service for members of the family it is but a step to service for people out of the home. Just another step to service for the community, and but one more to service for our country.

It is the spirit of service that counts. Service is done with no expectation of reward. Giving a large amount of money or an expensive gift in the name of the child satisfies our desires, but fails to give him any idea of service. It is far better to let his gift be of less money value if only it has cost him time, thought, and effort.

If he has a garden, let him take flowers to some one who has none. An offering of fresh vegetables to one who has none, of new-laid eggs for the sick are services which children who have these things of their own can render.

We older people weary in well-doing, if we have to work alone; the boys and girls find it even harder. So let us encourage group activities, guiding them into channels of service. Quite small children can help to prepare a Christmas treat for the children in a hospital or in an orphanage. Boys and girls who are big enough to earn a little money will learn much of the joy of service if they undertake to earn the money for a crutch or brace for a crippled child.

Service to the community can be first taught by appealing to the child's desire to see everybody well. Some of the things which may be suggested to the group are that:

1. They clean up and keep clean the vacant lots of the neighborhood.

2. They report to the Board of Health any places where flies and mosquitoes may breed.

3. They gather up all empty milk bottles and return them to the dairies.

4. They report all uncovered garbage cans to the Board of Health.

5. They take homeless cats to the animal warden or animal home.

"Give him an inch and he'll take a yard" is an old adage which seems to fit particularly well the adolescent boy or girl who has been trained to give service. For each inch of training he wants to give a yard of service. Now we must teach these youths when and when not, how and how much to give of themselves, their time, and their money, and to pass on benefits that they have re-received.

The story is told of Benjamin Franklin that he was once asked to pay for the college education of a promising youth. He refused to give, but said that he would lend the money, and when he had drawn up the papers it was found that the loan was to be repaid not to himself, but by doing the same service to some other youth who needed it, and that this chain of service was to be kept up. Thus it is possible that some student to-day is enjoying the advantages provided by Benjamin Franklin in a spirit of service.

Service is possible in all fields and experiences of life, in the home, in school and play, in the church, in business, in society, on the streets of a great city, in public gatherings, in the club, in all forms of political activity and public duty. But the habit of service is not likely to be taken out into the world of adult life unless it is formed and established in early childhood and youth.

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SIMPLICITY

By William A. McKeever, A.M., LL.D.

In character, in manner, in style, in all things, the supreme excellence is simplicity.—*Longfellow*

Simplicity of dress, of manner, and of desire should be made attractive to your children. Look to these three aspects of the personality and determine what can be done to bring about a naturalness and a wholesomeness.

The over-dressed child will mean the fastidious adult, the slave to adornment, to things. Leave off the extra frills, finery, finger rings. Dress your small child for the plain business of his life, which is play. Keep before the older child that character rather than clothes is a first consideration in good standing with the masses. Make character rather than clothes the main topic of table gossip. Explain what it means for the life to shine out above the adornment. Make the point with your young that gaudy, overdressed apparel is an indication of an untrained mind.

Teach your children not only to be happy with simple garments, but to get along with relatively few pieces of wearing apparel, by taking care of what they have, and by planning variously to get the service out of a garment after it has been bought.

The best way to teach a child simplicity of manners, of common behavior, is to set the right example and have him practice the correct forms within the daily family circle. Frankness and directness of speech are here to be commended. Take your child into the ordinary home conversation as a full partner. Have him speak and listen in his turn, like the others. Do not enjoin silence on his part, nor should he monopolize the conversation.

"Say what you mean, and mean what you say," is the conversational motto of one excellent family of five. The parent will find it an interesting discipline, both for the child and for himself, to hold the ordinary home conversations to a standard of simple, straightforward speaking. The plain, common-sense courtesies, among the members of the family and in showing respect to outsiders, are always to be commended. So-called company manners are not to be commended, but natural, easy deference to intimates and visitors in the home should be the rule.

Simplicity of desire is another matter to be commended. The durable satisfactions of life are practically within the reach of all. To be industrious; to be trustworthy; to be reliable in friendship and business relations; to be a helpful advocate of some unselfish cause; to emulate the work and the character of the best, but to despise or rival none; to maintain a high degree of honor before man and a high degree of reverence toward God—these are the homely, practical virtues which constitute the essence of a sort of noble simplicity.

After we have presented such lofty ideals to the attention of our children, we might well admonish, "If there be any virtue, if there be any praise, think on these things."

The greatest truths are the simplest; and so are the greatest men.—*J. C. Hare*

There is a majesty in simplicity which is far above the quaintness of wit.—*Pope*

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SINCERITY

A deep, great, genuine sincerity is the first characteristic of all men in any way heroic.—*T. Carlyle*

IN THE days when Rome was capital of the world sculptors were kept busy by the demand for statuary of all sizes, decorations, and other pieces of marble. Carelessness, slips of the chisel, scratches and other imperfections depreciated the value of the work. To conceal these flaws sculptors were accustomed to use wax (*cera*) so much like marble when it hardened that to the casual look its presence was not apparent. Thus it came about that good buyers examined a statuette, a statue, or other marble piece with the utmost care before the purchase was made in order to find if wax had been used to cover up faults of workmanship. If the article was absolutely flawless, if "without wax," it was spoken of as *"sincerus"* (from *sine,* "without," and *cera,* "wax").

The word "sincere" suggests the same idea today, something that is true and honest, without concealment and without pretense.

Contrary to the belief of many persons, there are some ideal traits of character which do not have to be taught to a child—unless unfortunately he has acquired the opposite—for they are natural to him. Sincerity is one of these. Until he has learned from the example of older companions or has observed insincerity in the older members of the family he speaks and acts with frankness. Until he has been taught to fear punishment for mistakes he will not try to deceive those who have charge of him.

Parents and visitors in a family in which there are children have an obligation to guard their actions and speech against insincerity. If we think nothing of criticizing a neighbor, saying, "I hope Mrs. Blank will not come here any more," and then greeting her, all in the hearing of a child, with the words, "Do come to see me when you can," should we be astonished if the little one also forms the trait of insincerity? To reprove a child seriously for some fault and then to suggest by even a chance remark to some one else that after all it was not such a grave fault is to teach the child that Mother does *not* mean all she says. That impression once fixed is never entirely erased.

When a child begins to mingle with other children in play and school, then, unless we are careful, he loses his native sincerity; he hears: "Oh, that was nothing—it was only a white lie," and, if we are mentally short-sighted, it will not be long before he, too, will be telling "white lies." Deeds follow words, and it is but a step from the insincere word to the insincere act.

If we cannot sincerely say or do a pleasant thing, then let us keep silent.

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SPORTSMANSHIP

By William A. McKeever, A.M., LL.D.

To play the game for all there is in it, to obey the rules of the game, to be loyal to the leader and to the team, and (hardest of all) to be a good loser—this is sportsmanship.—*J. E. B.*

Your boy or girl can become a "good sport," can meet the impacts of victory and defeat with calmness and poise, can learn to play the give-and-take game of life in a happy spirit, provided you prepare him so to do. Nothing worth while merely happens in the training of a child. Practice is the golden idea. So every virtue is a thing to be achieved rather than a thing to be received.

If you have as many as two children they will naturally quarrel more or less—probably more. Also, in the division of favors they will "throw it up" to each other with such statements as, "Yours is no good. I have the best." Not to domineer over another in victory, and not to whine and complain in defeat is the first step in being a good sport. Whenever anything in the nature of a jealous quarrel occurs, and an unequal advantage develops, the parent should get into the affair as arbiter.

In the athletic games the test of one's being a good sport is especially brought into prominence. It may be wondered whether the bitterness of defeat is any worse for the individual than the vanity of success. The athletic "hero" is to-day honored out of all just proportions. Fortunately for this situation the individual contest is giving place to the group contest.

Call your child to account who would domineer over another at the time of his "good luck," or athletic victory, or presumed superior advantage. Show him up to himself and remind him of the pain of a possible later defeat of his own. The one who can "see both ways" on such an occasion is the real learner in life's game. Likewise take the one suffering the temporary loss or defeat, and help him to look around and imagine a possible shifting of the situation. Even while one is in defeat he may be enabled to visualize the next possible victory.

The pity of it all is that so many young persons give up in despair from the pain of either actual

or imagined defeat. Here the parent will do much of his best work in training the young to be a true sport. "Never mind the hurt; get up and go," will be the substance of the right admonition. "Victory often lies just beyond the worst of failures." "Every day you will have some troubles and some triumphs. Trials and tribulations are a part of the education of every worthy young person. Learn to gloat not at all over your victory, and learn to complain not at all over your defeat. Both are good for you."

It is advisable in this connection to teach your boy or girl how to look to the averages. He should count his successes and failures through a period of time, and notice that they average more or less favorably. Also, he should learn to see his success in one branch of study or line of endeavor as offsetting his low marks in other departments of effort. Jealousy and envy are often the result of seeing life through a narrow groove. For every point of weakness or strength in himself the child may learn to see a parallel situation in the behavior or the possessions of another. He will thus tend to become a "good sport."

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SYMPATHY

Sympathy is the golden key that unlocks the hearts of others.—*Samuel Smiles*

WE ALL know this word not merely as one we learned in school, from our reading and from the dictionary, but we know it also from actually practicing the trait of character which it represents. Few—if any—of us are so selfish as never to feel and show sympathy with some other person, even with an animal. We find the word in the French, in the Italian, in the Latin, and in the original form in the Greek, made up of two words which mean to "feel with," that is a "fellow feeling"; or, to express it as a boy would say, "a feeling for a fellow." For example: "The great thing about *my* mother is that she always has a 'feeling for a fellow'."

Sympathy means to enter into the thoughts, the desires, the troubles of another person. This fellow-feeling is more frequently shown in kind than in degree. When we are distressed by pain we are cheered by the remark of a relative or friend: "You have my sincerest sympathy."

A sympathetic nature is the inheritance of every normal child, and its cultivation is one of the cardinal virtues of the home. Beneath the mother's smile and the father's appreciative words, regard for the parents ripens into affection which demands recognition and affection in return. Affection perishes without sympathy, though its form may remain. A child who is sympathetic at two or three often becomes selfish at five or six because tired or busy parents have failed to respond to the child's caress and offer of help, but instead have scolded or told him not to bother them.

It takes little of this treatment to chill a sensitive child; repeated often it will blight tendencies which with encouragement would develop into a winning nature; or it may cause the young heart to turn to less safe, if not to harmful influences. The first idea of morality indeed arises in a child's mind through sympathy. Even the baby notes the mother's smile or frown, and tries by his behavior to produce the sunshine of the smile and avoid the shadow of the frown. The mother's sympathetic approval is the infant's first criterion of right and wrong. In his mother's arms fear and trouble subside. "Kiss it and make it well" is a sovereign remedy for the baby, for the baby's mother and for the baby's toys when he pounds them roughly.

Children have need to learn to be sympathetic toward one another. It needs skill, but quar-

rels in which one toddler hits another with a toy and the second hits back with his little fists may be ended by each one sympathizing in the other's hurt. Sympathy with animals too needs to be carefully taught. One father taught his children sympathy with all wild things by refusing to let them have a bird that had been caught and caged, and asking them how they would like to be shut up where they could see out but not be able to get out.

The sturdy, independent child of five or six needs as much sympathy as the baby does. Many a child has been hardened by a sense of injustice when, coming to his mother with some grief or hurt he has been met with "Hush, hush! You will waken Baby Brother." Better say: "Come here, dear, where Baby Brother cannot hear us. Now! tell Mother."

As the child grows, the demand for and appreciation of sympathy grows with him; and receiving it he is reassured where he was timid, strengthened in a chosen course, led to put forth tendrils of thought and action, and offers a precious confidence rich in opportunities for helpful influence. When it is necessary for us to forbid a project upon which our child of ten or twelve has set his desires, let us sit down and sympathetically talk over the situation with him. The memory of our doing so will help him to have an "understanding heart."

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TACTFULNESS

By Lydia Lion Roberts

Tact is doing the right thing at the right time.—*C. P. Duclos*

Two boys went up to a house and sat down on the steps, shuffling their muddy feet and dragging a heavy cart back and forth on the path. It was not their house nor even their own neighborhood, yet they had taken noisy possession. Presently a man opened the door, watched them quietly a moment and then said pleasantly, "How do you do? Won't you come in?"

The boys looked up in abashed surprise, sheepishly got up and hurried away without a word. The man smiled and closed the door.

The man could have shouted, scolded, threatened, or abused the trespassers with doubtless unpleasant results before the boys went away. Because he was pleasant and tactful the annoyance ceased at once and the incident was closed.

We admire diplomacy; we sigh when we meet untactful persons who rub us the wrong way. A person may be good and yet lack the soothing balm of tactfulness. We realize this between older people, but I wonder why we do not practice it more with children? Too often we are careless and blunt, hurting sensitive little feelings and often making it twice as hard for children to be good and kind because we are so untactful.

On a pretty suburban street there were ten boys who played together, and problems of property rights often came up. Every time a mother approached the boys in a friendly, reasonable spirit, the boys responded, and there was no trouble. One day a mother looked out of the window to see two boys fighting furiously over her smooth back lawn, while an admiring crowd of playmates gathered near. She thought a minute and then went out and stepped up to the antagonists, and said good-naturedly, "I don't like to have my pretty lawn torn up, so would you boys please go over to the vacant lot across the street to finish your fight? You see, this is my land and I can't have you fighting here, but there is plenty of room over there."

The boys stopped a minute, looked at each other, then each slowly grinned, gave her a cheery, "Sure!" and the whole crowd moved amiably up the street without finishing the fight.

Children do not like to be talked over as if they had no ears, and they are hurt and antagonized when their likes and dislikes are laughed at or their mistakes ridiculed.

A little girl, whose family had indulged in a hearty laugh because in dressing herself she had put her underwear on over her stockings instead of underneath, said reproachfully to her mother, "I don't like you to laugh—it makes me feel so mean at myself!"

We would not dare treat our friends in such a manner, for we would soon be friendless. Then why treat little children that way when we need to be friends with them if we are going to teach or guide or help them? The friendship of little children is one of the sweetest, most precious gifts with which life can bless us, and unto the tactful shall it be given.

Tact comes to us from the Latin verb, *"taceo,"* meaning to pass over in silence. Dr. Warren W. Giles phrases the thought thus: "Tact is the unsaid portion of what we think."

The nearer you come into relation with a person the more necessary do tact and courtesy become.—*O. W. Holmes*

No man can be successful in life without tact.—*James Ellis*

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THOROUGHNESS

By William A. McKeever, A.M., LL.D.

Whatever is worth doing at all is worth doing well.—*Lord Chesterfield*

"Manly, can you spell every word in the lesson? Show me that you can. Now, that is good. You never leave anything till it is done."

"Helen, have you mended all your things carefully? Tell me just what you have done and how well you have finished the job."

"Albert, have you gone over your radio carefully, testing every part as best you can, in order to find out what is the matter with it, and to save a mechanic's bill, if possible? Explain just what you have done and what more might be done. You are getting the habit of being thorough."

"Edith, are you preparing all your high-school lessons carefully, so that you can recite with ease and pleasure? Are you not slighting even the most difficult ones? Have you a plan of getting your lessons which is regular and systematic? Are you gaining in your power of attention and persistent effort? Have you discovered the joys of mastery and the satisfaction of having everything learned thoroughly? Have you noticed how much easier it is to recite a well-prepared lesson than a poorly mastered one? I am thinking of you all the time as a careful, patient, and thorough student. In fact, I know that you are becoming more and more that kind of girl."

Thus you incite your child to thoroughness, not by scolding and complaining, but by careful methods of inspiration through concrete suggestion. You refer to some task of his, and describe its ideal performance. Then, you begin to praise him gently for desiring to do it that way, even before he manifests more than the beginnings of such a desire.

Life is learned by living it, not by being told how to live it. Thoroughness comes from the practice of being thorough, from being noticed and approved for one's thoroughness, from being reminded how to visualize and how to realize the practice of the virtue in connection with any work or duty. Acting as a parent-instructor, you proceed to take up one task at a time and to follow your child through all the steps of its complete performance. You find the question method, as illustrated above, one of the best means of inciting the young learner to do his work well, but you place your questions on the positive side and not on the negative. You are careful to imply by your tones and accent, that he is succeeding rather than failing.

Thoroughness as a general motto of work and effort is not easily taught as a single, separate lesson. The admonition "Be sure to do your work thoroughly," will reach far into the conscious purpose of your child only after he has had a case of thoroughness and its value brought home to him by means of his own concrete practice. He must be incited to do something thoroughly and then you may remind him of the general value of thoroughness.

Finally, remember that thorough students may not be thorough mechanics or manual workmen; also, that thorough mechanics may not be thorough intellectuals. We are all uneven and irregular in respect to thoroughness, as we are in our other interests and practices. Also, note in passing that one may become a sort of slave to thoroughness and so block the wheels of progress as well as strain some one's patience. Aim to avoid this extreme.

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THOUGHTFULNESS

Evil is wrought by want of thought,
As well as want of heart.

NATURALLY thoughtfulness is not expected of quite small children who are themselves the objects of thoughtful solicitude. One does not explain to children what thoughtfulness is and then insist on their behaving with that spirit toward others. One tells them, even the two-year-olds, to do in their play with brothers and sisters and little friends outside the family certain things which one knows to be thoughtful. Thus they *learn to be* thoughtful before they have any notion of what thoughtfulness itself is.

Thoughtfulness touches closely on certain other traits. For example children, even quite small ones, who are taught to share with others will readily learn the lesson of thoughtfulness. What more pleasing sight could one desire than that of a little three-year-old girl suddenly stopping in the midst of opening her Christmas stocking and getting one of Baby Brother's gifts and carrying it to him to play with. Unselfishness involves the thought of another person's good, whereas the selfish child thinks only of himself. Kindness is also present to some extent in the actions and words of a thoughtful person. So also is sympathy.

The thoughtful child will not throw a banana skin or an orange peel on the sidewalk for fear another person may step on it and possibly receive injury; he will not throw refuse or litter in the street; he will not play ball near houses and gardens because he knows windows may be broken and plants or flowers destroyed; he will not throw glass bottles, nails, and tacks in the street because such articles are dangerous to animals and to tires of automobiles and bicycles. He refrains from doing these and similar things because he knows they are to the disadvantage of others.

We must impress on our children the habit of thinking before doing, of thinking about the interests of others as well as of one's own. To our words we must be sure to add example and even "reminders" when a mistake is made. A story of a boy who was thoughtful of a crippled companion or of a playmate who was ill, who protected smaller children and girls from the roughness of other boys, who would help a blind man across a street, and similar instances of thoughtful kindness, will help to form the habit and make it so strong that when the boy is older he will always be thoughtful of others.

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THRIFT

By William Byron Forbush

A dollar saved is a dollar earned, and a dollar well spent is often several dollars earned.

The prime essential in money-education is that the child shall know what he can depend upon, from the very beginning. There is no possibility of helping anybody to learn anything of value if his income is the product of whim, or if it is extorted in fragments for fragmentary needs, or if he is the recipient of lavish but uncertain gifts from various careless relatives.

As soon as a child begins to want to spend money, which is usually as soon as he begins to go to school, give him an allowance. I would start with five cents a week.

Mrs. Ralph Beebe, in a useful pamphlet entitled, "Our Children: How Shall We Teach Them to Save and Spend?" recommends the following rising scale of an allowance:

BOYS

Age	Weekly Allow.	Yearly Allow.	Necessities To Be Bought	Remarks
6	$0.10	$5.20	Pencils	He is more careful not to lose them
7	.20	10.40	Above and tablets and paints	
8	.40	20.80	Above and stockings	Remembers the knees
9	.50	26.00	Above and carfare	
10	.60	31.20	Above and neckties	Asks Mother to press them occasionally
11	1.00	52.00	Above and shoes	Doesn't run through mud Wears mended shoes
12	1.50	78.00	Above and gloves and collars	Wears them out before discarding

GIRLS

Age	Weekly Allow.	Yearly Allow.	Necessities To Be Bought	Remarks
6	$0.10	$ 5.20	Pencils	
7	.20	10.40	Above and tablets and paints	
8	.40	20.80	Above and stockings	
9	.50	26.00	Above and carfare	
10	.60	31.20	Above and hair ribbons	Cleans and presses them
11	1.00	52.00	Above and shoes	
12	1.50	78.00	Above and gloves and underwaists	Doesn't lose so many gloves

It is good to give the earliest allowance in pennies, so that the child may more easily compute their spending power. If he insists upon a loan, lay out the total for two or three weeks on the table and take a few pennies from each pile, so that he can see clearly what his position is going to be if he mortgages his future. It is wholesome to let him pay interest on his obligations. But do not often let him buy anything that he cannot pay cash for.

The allowance, once given, should be sacred. Do not penalize it for his peccadilloes. Do not rob it for benevolence. Let his gifts represent special, voluntary sacrifice. If he breaks something, try to find some fresh way for him to earn the funds for replacing it. Do not force him to put it all in the bank. Let this, too, be a habit whose value he learns.

HOW THE ALLOWANCE SHOULD BE HANDLED

"How would you help him in his first expenditures?" I would at once eliminate candy and soft drinks from his expense list by furnishing these at the table. Then, as other wants appear, I would talk over each one as to its desirability and cost. If there is some constant charge upon his budget, like Sunday-school, Christmas presents, or something large for which he is saving, I would have him use two purses, one for his weekly savings and the other for his current expenses. If ever he wants to borrow from his savings, I would let him do so, but let him realize the inconvenience of paying it back. If he wants to borrow from you, let him give his infantile note, and hold him responsible for both interest and principal when it is due. I would discourage chronic indebtedness.

"Would you allow him to make mistakes by unsuitable or foolish purchase?" If you train him carefully he will make very few such mistakes. I would take him to stores and markets when making my own purchases, and show him how carefully I consider each expenditure. Let him feel that spending money is always a serious and responsible duty. If he does buy a brighter suit than you would get, remember that he is younger and has got it to wear out.

"Would you have him keep accounts?" Yes, from the beginning. I would also have weekly reports, and would audit his "books." I would have him start a savings account early and I would accustom him to pay his bills by check, writing his name above your signature on your own check-book.

There should be a plan, a budget. This should leave no room for "hold-ups." If the child is going to tease anybody for funds, arrange it that he must tease himself.

On a small scale his income should approach adult conditions. The idea, when he is little, is that he is a junior partner, entitled to his own share of the family income. In return for this he engages to perform cheerfully a reasonable amount of the general service of the household.

He should not be able to suddenly augment this total by spasmodic errands evidently thought up suddenly for the purpose. He ought not to be paid for having his teeth pulled, for refraining from smoking, for being polite, or for any other way of doing his duty. On this principle he ought not to be recompensed for fine marks in school, but since there are so few other ways he can accumulate extra funds, it might be conceded that a certain number of "A's" are works of supererogation, for which a fee may be promised and paid.

In general, he should understand that the amount is limited, and that, like us who are older, if he needs any more he must find some way to work for it, or go without.

"Would you pay him for work done around the house or office?" I would put it in the agreement that he was to do a small but definite task each week, so that he will prize his relation to the "firm." For what he does beyond that I would pay him.

I would increase the allowance as fast as he

seems capable of using some thought and foresight in purchasing. I would gradually come to the point where he may buy some necessities. By the time he gets to high school I would have the allowance include all his expenses.

KEEPING THE ACCOUNTS

As FOR systems of account-keeping, a cash-book, modeled after the form used by Father, is excellent for the child's use. The following headings are suggestive, and as the child studies the results he can learn how to use wise proportions, where he made foolish expenditures, and how he may save.

Receipts	Expenditures						
	Clothing	Food	Recreation	Higher Life	Sundries	Savings	Total

When the children grow old enough to appreciate their responsibilities, and particularly in homes where real co-operation is necessary, ingenious and pleasant partnership plans may be worked out. A school teacher, for instance, who has three children, divides his monthly pay check into five proportions of varying amounts. Each member contributes from his or her share toward the support of the family. That done, each is free to spend or save what is left, with the clear understanding that no more money is to be had until the next month. Should a member wish to borrow, however, he or she may do so, by leaving a "pledge"—say a fur neck piece or a locket—until repayment is made. By this plan each child is enlisted to conduct the household affairs with the best possible thrift, since all prosper or all are undone together. There is also the constant inducement to earn extra moneys.

Children are best encouraged in the desire for thrift if, from the beginning, some pains are taken to make their relationship with money realistic. A toy bank, especially one of the metal kind shaped like a house, that can be played with among the other houses of his toy-village, has a wonderful place in a child's imagination. Then, when he has accumulated a dollar or more, if you take him with you to a bank of deposit, have him meet some bank officer, show him paper money stacked up, coins in their containers, and the big, open doors of the safe, and finally have him write his own autograph in the bank's depositors' book and give him his own bank-book to take home in his own hands, you will do much to encourage him in his desire to have more to do with such an imposing and safeguarded institution. Explain to him money grows when bearing interest and how compound interest is interest on interest, figuring out with him on paper some of the magical results that are possible to those who do not use up their funds.

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TRUST

By William A. McKeever, A.M., LL.D.

When we trust our brother, whom we have seen, we are learning to trust God, whom we have not seen.—*James Freeman Clarke*

Trust is an advanced stage of faith, and carries with it a higher degree of certainty. Faith looks forward expectantly, while trust implies a settled assurance. Whenever you have led your child to the level of a trusting personality, you have him well on the way to fixed types of behavior. But, should childhood exercise a very high degree of trust? Or, is that not rather the mark of the staid, elderly person?

Trust in God and trust in man, in people, are the two practical aspects of this virtue. Teach your child early to observe that we all live as subject to the great, invariable laws of the Universe, and tell him that God is the author of this great system. Teach him that he can trust implicitly in the immutable laws and principles governing his life, and that his task respecting them is to learn of them and conform to them. Teach him that trust in God usually requires more than a looking on with approval—that it implies a human part or performance. Your child can trust the perfect laws of health (of God) to keep him well and happy only in case that he respects and obeys the rules of self-care and of right-living. In other words, your boy or girl should know that trust of any significant quality is a two-party contract. The person trusting and the person or law trusted must act together.

But, trust in mankind is perhaps the more immediate and pressing problem here. First of all, can your child safely trust you? Are you careful about making promises and faithful about living up to them? Second, will you see to it that your children deal likewise with one another? Promises thoughtfully entered into and faithfully lived up to, on the part of all the members of your household will do much to stabilize the character of all. You will easily see, also, that an attitude of trust is a sort of challenge to both parties concerned. If I trust you I put you on your guard as to good conduct. If you make the grade as anticipated, you inspire my further confidence in you and others.

Be careful from the first to make your child believe that he can be trusted. Sharply fix his attention on the point or performance where he is to be trusted. Then, drill and admonish him in matters wherein he is to trust others. Show him how to make a reasonable request of another, and how to help that one live up to his pledge or promise.

The point here to be considered carefully is the fact that reasonable trust in God and in people requires careful and definite consideration. "Trust God, but do your part faithfully." "Trust Father to do as he has promised, but be sure to make him glad to do it because of your part in the matter." These statements convey the idea of what is meant. Your boy may complain that he cannot trust his father to live up to his word, and at the same time unconsciously make it almost impossible for the father to do so. That is, he is neglecting his part in the act of trust. In this two-party performance both have equally responsible parts. The failure of one of the parties necessarily breaks down the successful performance of the other. So, whenever you set up a relationship of trust between two of the members of your family, make matters clear and definite to both sides. Show the trustee and the truster how each is to perform faithfully in order to make the trust a success.

* * *

I believe in God, and I trust myself in His hands.—*J. A. Garfield*

The soul and spirit that animates and keeps up society is mutual trust.—*South*

Trust men, and they will be true to you; treat them greatly, and they will show themselves great.—*Emerson*

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TRUSTWORTHINESS

The Creator has never failed to be worthy of the trust of His creatures; let us follow His example and be worthy of the trust of our fellows.

THE BEST way to make a child trustworthy is to trust him. Have the son know that you depend upon him for certain things, and that as he proves worthy of that confidence you will trust more things to his care. With the little girl, tell her that you depend upon her to keep the nursery floor free from scraps of paper, broken toys, etc. One mother had what was known as "a toy-box," divided into compartments, and each child was expected to keep his or her compartment in order. Just before bedtime the room was "cleared up," and mother "trusted" each child to put his toys away neatly. Teach the boy that his own especial belongings—his skates, sled, etc.—are intrusted entirely to his care, and that if he neglects them and they are injured by his neglect, he will be the loser. One boy was allowed to have an air rifle on condition that he pay out of his pocket money for any damage wrought by it. At the end of a month his pockets were empty, but he had learned a lesson in consideration for other people's property.

In the same way show that you trust the word of your child. One little girl made a false statement to her mother. When she acknowledged her error she expected that the parent would refuse to trust her again. "What are you going to do the next time I tell you a thing, Mother?" she asked.

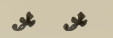
"Believe you," replied the mother.

The child could never again bring herself to tell a falsehood to one whose trust in her was so great.

The parent must resist the inclination to increase the heedlessness of careless children by putting no matters of trust in their hands. Often the thoughtful girl has laid upon her tasks that should be assigned to her hare-brained sister. Make this same hare-brained girl do certain things regularly and methodically. To the grown person these things may seem mere trifles, such as folding up and laying away a hair-ribbon after wearing it, or placing the school-books upon a certain shelf when studies are ended. But act as if these tasks were of great importance—as they are when one considers that they are all helps in the formation of character. If they are neglected, insist that the culprit stop any game, no matter *how* interesting, and do the task properly before she is allowed to rejoin her playmates.

By saying, "Just this time I will hang up this coat, or put away these skates, and not call the boy all the way into the house for such trifles," the mother teaches her children to shift burdens from their own shoulders to the shoulders of others. Such unwise love is a sadly mistaken kindness.

With each year added to the ages of the children there must be some added responsibility. Make them take these responsibilities as a part of their life-work and life-discipline. Do not spare your sons and daughters the duty or trust fitted to their years if you would have them become trustworthy men and women.



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TRUTHFULNESS *

By Zelia M. Walters

To love truth for truth's sake is the principal part of human perfection in this world, and the seed-pod of all other virtues.—*John Locke*

"MOTHER," said the little girl dreamily, as she looked down to where the trees hid the turn of the road, "if a white horse should come around the corner, and a beautiful lady in a robe of azure and gold sat upon it, and a retinue of knights and ladies followed her, and if she should have a diamond crown on her head, so that you would know she was a queen, wouldn't it be fine?"

She looked at her mother a trifle doubtfully. Mother might have called it unprofitable foolishness, or even falsehood. The little girl knew that sort of speculation did not belong to sober, everyday thoughts.

"Yes," said Mother, laying down her sewing, "and if she should stop at the gate, you would run to fetch her a drink of water, and ask her if she wouldn't come in and rest. Then very likely she would say to me, 'Mrs. Smith, can't you let Alice come to make me a visit at the palace?' And I would say, 'Yes, thank you, your Majesty.' Then she would have another white horse led forward, and you would mount it and ride away beside the queen to visit her wonderful palace."

The little girl jumped in delight. Mother could play "pretend." Hereafter she would not be afraid to make up amazing tales and tell Mother about them. Mother would like them too. She had no longer any need to say she saw these things, or met someone who told her strange happenings; she could tell her tales as *first*-hand creations of her own imagings. The mother had put one of the safeguards of truth around the child.

The untrue things children tell are of several kinds. There are lies told to escape punishment, inaccurate statements that are the result of carelessness, and the story made up, usually without any small foundation of fact. The last named are the first that a mother has to deal with.

THE LIES OF FANCY

PROBABLY all children tell the lies due to an exuberant fancy. If you could find a child who did not, you would probably discover him to be dull and hopelessly prosaic. Have you noticed how often a child under seven will come in and tell you that he has met some one who told him some amazing things? He has shifted the responsibility a little from his own shoulders to those of the imaginary person. He has discovered that you do not approve of his stories, but he still feels a necessity to invent them and tell them.

It is the minstrel, the story-teller instinct of the race. Our minds were made to create. This is the only sort of creation the child can accomplish. The instinct to make up stories is fostered by the natural, childish desire for praise. A visitor has come in and told of some happening out of the ordinary. Every one is interested and expresses wonder. The story-teller is the center of questions and the attention of all who hear. The child thinks he will occupy this pleasant position. He makes up his wonderful happening and tells it with all the detail of something he has actually seen. Perhaps at first he is believed, and does get all the attention, though after awhile, when he is discovered and pinned down to admitting that he made it up, he is anxious to try the experiment again.

One little lad of five came in and told of a railroad wreck he had just witnessed. So realistic were the details that the family went down to the back of the lot to see. Of course, there was nothing of the kind in sight. Though his mother tried to make him understand how wrong it was to tell such things, he was perfectly charmed with the result, and piled up more wonderful stories each day. One little lady of four entertained me a few days ago with a vivid account of a pet tiger that an "aunt of her mother's" had kept for ten years. When I suggested that it might be a dangerous pet when it was grown up, she said, "Yes, it was, but when it was quite grown up, my aunt sold it to an old gentleman who had always wanted it." Another child of six, who was beginning to discover a love of finery, feared that her mother would not agree with her ideas. So when she

*From "First Lessons in Child Training," by Zelia M. Walters. By permission of the Standard Publishing Company, Dayton, Ohio.

wanted some bright-colored hair-ribbons, she told her mother that she had met a very fashionable lady on the street who told her that striped hair-ribbons were to be just the thing that Winter. Another child manufactured a thrilling story about bandits who lived in a cave under a large field in the neighborhood. The pieces of paper that were scattered in the field covered the entrances to the cave. So convincing did she make it, that not a child in the neighborhood would set foot in the field at night. Indeed, the small romancer had almost convinced herself, and she was as careful as the others to keep away from the field.

Usually we smile at these funny fancies. Sometimes a mother is worried lest the child become an incurable liar. The telling of imaginative tales by children should not be classed as lying at all. These children can, and usually do, grow up to observe truth most rigidly. Indeed, the telling of made-up stories is far from being a fault in children, and should be encouraged. Let Mother help in the pretended game and it will lose any possible danger. The imagination must be stimulated. Without it we cease to climb upward. Let the child live in his fanciful world while he can, and leave him free to talk about it.

CARELESS STATEMENTS

The danger, of course, in this is that as he grows up he may develop a carelessness about facts. When dealing with very small children of three or four or less, you probably cannot make them draw a line between their made-up stories and actual happenings. Indeed, the line is much fainter than we older people realize. Consider for a moment the child's situation. He is in a new, strange world. Every day he sees some astonishing new thing. He hears bits of older people's stories and adventures. His own small mind is busy in the world of fancy. Mother reads to him, sings to him, tells him fairy-tales. New impressions constantly crowd his field of vision. Is it any wonder he grows confused, and is no longer sure whether he has actually seen or heard a thing or only imagined it? If you were suddenly transported to Mars, and rushed about in a flying-machine for a month, gathering thousands of new impressions, perhaps you might be a bit hazy when you came to tell what you had actually seen.

HOW TO DEAL WITH FANCY

Experience demonstrates that it is wisest to let the small child alone with his imaginings. Let him tell about them, and accept them calmly. Unless you are very sympathetic, you may do harm when you try to set him right. But as he grows older, try to have him distinguish between the things he makes up and the things he really sees. Tell him you will like the stories much better if you know which ones he made up. When a tale is too astounding, suggest that "that must be one of the stories you make up, isn't it?" When he is telling a fact, patiently go over it with him and see that he is reasonably accurate. If it is fancy, let him embroider it to his heart's content.

HOW TO DEAL WITH LIES OF CARELESSNESS

The inaccurate statements due to carelessness usually come a little later in childhood. They are to be expected, for heedlessness is a characteristic of childhood. Nevertheless, the home training must aim to overcome them. The inaccurate child may grow to be the adult whose word can never be taken on any of the less important matters connected with his life. Put a great matter up to him, and ask for his word of honor, and he will tell the rigid truth and abide by it, but in daily intercourse with his acquaintances he lies unceasingly about everything, from the size of his income to the measurement of the fish he caught. We have heard of people who told their boasting lies so constantly that they came to believe them themselves. And, indeed, this statement is not overdrawn. Do not allow the child to tell boastful lies; to make out his possessions, his achievements, his adventures greater than they are. Insist that he tell about these things exactly as they are, if he mentions them at all. It is a very human trait to wish to put ourselves in the best light. But, overemphasized just a little, it becomes a very mischievous trait. These lies start in facts. The child has done a certain thing, only not so well as he says; he has the possessions, but they are not so fine as he says. Watch for this tendency, and set your face against it.

LACK OF OBSERVATION

Other inaccuracies in statement come from lack of observation. The child says he started at eight, when he merely looked at the clock carelessly, not noting it was a quarter after. He says he stopped in a store on a certain corner, but it develops that he failed to note the corner. He says Teacher told him a certain thing which you know to be incorrect, when the truth is he paid little attention to what Teacher said. He thinks all the boys in the class are going on the outing, when he really failed to notice that half could not go.

PARENTS MUST BE EXACT IN THEIR STATEMENTS

Parents who are very severe about other lies are likely to be lenient about inaccuracy. But it is a dangerous tendency. It fosters other similar faults; carelessness with money and irresponsibility about duties. It is important to begin early to set it right. Perhaps parents look upon this matter lightly because so many grown people have the fault in some degree. And the first step in curing the child is to set him a good example. Mother must no longer be tired to death; she must not think that hundreds of people passed, when there were only a dozen; or that someone is the best person or the worst person in the world; or that she walked hundreds of miles in making her calls. She must learn to confine herself to literal statements about facts. Then the child must be watched closely, and held down to exact statements. It is an excellent practice to ask him to observe something closely and tell you all about it. When he has been on a trip or for a walk, or to see a parade or an exhibit, you can put this drill in practice. Tell him beforehand to look at things closely, so he can tell you just how they looked.

If he has frequent drills of this kind, it will help to clear up the haziness of mind that is often at the root of the trouble. I heard of one little girl who was quite cured of her habit of embroidering facts by being asked to write down an exact record of the doings of certain days. Her father, who understood her difficulty, gave her a pretty little diary. There was a reward promised if she stuck to exact statements in her fact-book. She was allowed to tell or write her other stories, as long as she made it clear they were stories. But the fact-book was to be true to its name. It was just the training she needed to balance a lively imagination. Before she had finished her little book she had learned to keep truth and imagination in their rightful places.

LIES DUE TO FEAR

Most of the other lies that children tell are due to fear. The child has transgressed the unaccountable law of the grown-up world. Experience warns him that unpleasant consequences will follow. He hits upon the lie as a means of escape. And each child acts as if he were the first in the world to discover this easy way. Practically every small child, and a large percentage of grown people, will lie to escape being hurt. Tyrants in home or civic life invariably make liars of those under them. It looks like a very simple proposition here; cure the lies by removing the cause. We like to hold before the child the fine ideal of honor that will face any penalty rather than tell a lie. It is a good ideal. It should be held before the child from the day he can first grasp the thought. It is an ideal that can be reached. There are innumerable men and women, and even children, who will not lie to escape consequences. This fine sense of honor invariably appeals to a youth. It awakens an answering thrill in the heart. But do not forget that this steadfastness in truth is a matter of training. It rests on the heritage of the child, the family traditions, and the definite teaching given him.

We are safe in saying that an untaught child will lie to escape punishment. But I believe that any child may be so trained and taught that he will not lie for anything whatsoever. If your child is afraid to come to you when he is in trouble, if he tries to cover the difficulty by lies, he is in grave danger of shipwreck. Your severity may have been conscientious, but if it has raised a barrier between you and the child's confidence it has been ill advised.

REWARD THE TRUTH

The plan that a well-known literary man says he has always used in his own home seems to me the wisest that could be devised. His sons were told, as early as they could understand, that they would never be punished by him for any fault that they came and confessed. If they lied and were discovered, there would be punishment. Here every safeguard is thrown around truth. If they were truthful, there is no punishment nor nagging. If they lie, they are punished. Too often short-sighted parents just reverse this method. If the child is truthful about the mischief into which he has fallen, he is punished, while if he lies skillfully enough he escapes. Let's be careful to show incentives for truthfulness, and not for the lie. To promise immunity from punishment does not mean that the child is to escape all consequences. If he destroys something, he must pay for it with his own money; if he has forgotten to perform his errand, he must go back and do it. But the fair-minded child will readily see the difference between consequences and arbitrary punishment.

Children frequently tell an untruth because they have forgotten. Let us not pounce upon the uncertain statement so fiercely that the child will be driven in self-defense to stick to his lie.

A man, who is now a prominent educator, told me of a case where he told a lie unconsciously,

and then felt obliged to stick to it. He took what looked to him like a switch out of the *ground* to use when he was playing horse. Soon his father came in, very angry, and wanted to know who had broken off the peach tree he had set out in the yard. It seemed this was some rare variety that a neighbor had secured for him, and he was very anxious about it. John, with the others, denied all knowledge of it. A little later, when he saw his father examining the place, he knew, to his horror, that the switch he had broken off was the rare peach tree. He wanted to confess. But, though he had been innocent of any intentional wrong-doing, he knew that his angry father would beat him, so he persisted in denying any knowledge of the act.

HOW TO SAFEGUARD TRUTHFULNESS

Let us then look over in order the definite things we can do to establish our children in truth.

First, we can remove the stumbling-blocks in the way, and make it easy always to tell the truth to Father and Mother.

We can go into the world of fancy with the child, and teach him to enjoy it, and yet keep his creations distinct from the world of fact.

We can give the child daily practice in careful and accurate observation, and statements of what has been seen.

We can stimulate the imagination and establish high ideals by placing before him fine examples of heroic truthfulness. History abounds with these. Every age has its heroes who scorned even the shadow of a lie. And nearly every great piece of fiction shows us some character who is actually "great in truth"; and right here it may be added that children ought never to be allowed to read a story in which the hero triumphs by evasion or any sort of conduct that will not square with absolute truth. You will have to watch their literature closely with this in mind, for even Sunday-school periodicals sometimes have stories in which the foundations of truth are somewhat shaky.

WE MUST BE TRUTHFUL OURSELVES

And last but most important, we must surround the child with an atmosphere of truth. All else will fail if he lives among liars, or in a home of pretenses. The small and unworthy pretenses that we seem to grow into, because of the pushing spirit of the age, must go. We must not pretend to have more money, more social position, more cleverness than really belong to us. Though the child may never hear an actual lie, the atmosphere of falsehood will envelop him. We may tell him to be truthful every hour of the day, but unless we show him how to be truthful we shall fail. We must learn, too, to keep our promises to children. So many grown people, parents and relatives, will carelessly promise something to a child and then forget it. But the child does not forget. The promise looms large in his little world. The day of the promised trip or treat arrives. Bursting with eagerness, he reminds the grown-up person, perhaps to be told, "Oh, but I cannot take you with me to-day, dear. I have something else I must do. Some other time."

"But you promised," wails the child, refusing to be comforted. Presently he is called a bad boy, and hushed and sent away. He has had his lesson. It isn't important to keep faith. Grown people do not mean it when they promise, neither need small children keep their promises. There are few things important enough to come before your keeping the promise you have made to a child.

We must practice sincerity before the child in the matters of social relations. If we gracefully welcome a guest and then make disagreeable comments as soon as he is gone, we are not only setting an example of the worst possible breeding, but we are giving another lesson in falsehood and pretense. This is no argument for bluntly telling a guest that he is not welcome, but rather for that large and real hospitality that welcomes all guests, not only in words, but from the heart. Real hospitality does not take its character from the sort of guest entertained, but from the heart of the host. It is a sort of *noblesse oblige*. There is absolutely no room in it for criticism of guests.

In all the relations of home life and social life we must surround the child with truth. No other direct teaching will help so much as what he absorbs unconsciously from the real spirit of the home.

THE CHILD MUST BE TRUTHFUL

We have said we must make it easy for the child to tell the truth, and it is not contradictory to say that he has not really learned honor until he can tell the truth when it is hard for him. We make it easy for the young tree to grow by giving it soil suited to it and protecting it with stakes and windbreaks. Yet we know it is not really strong in root and fiber until it has withstood the winter tempest and shock. So it is with the child. We make truth easy for him. We train him in the way we want him to go, protecting him from

any test that is too hard in his tender years. But all our object is to give him strength for the time of real trial. When he has stood firm on his high plane of honor in a time of real difficulty we know that, at length, he has learned truth. He has conquered and risen above the mean slime of falsehood and pretense that is waiting to enguif the young. His feet are upon the rock.

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Truth is the backbone of honor, trustworthiness, of manhood itself. A man who does not care for the truth is no better than a jellyfish.

—*H. W. Beecher*

I have seldom known any one who deserted truths in trifles that could be trusted in matters of importance.—*Paley*

Truth should be the first lesson of the child and the last aspiration of manhood.—*Whittier*

Sin has many tools, but a lie is the handle that fits them all.—*Holmes*

UNSELFISHNESS

The tantrum grows out of selfishness.—*Roy L. Smith*

SEVEN DEADLY WORDS

By Ethel Clark Bickel

A group of young mothers were chatting together and, as invariably happens, they began to tell the funny little sayings of their children.

"I surely had a good laugh at Billy the other day," remarked one of the mothers. "He had a bag of candy and kept urging his Aunt Helen to take some. Finally I inquired why he was especially interested in Aunt Helen and why he didn't coax the others to take some of his sweets instead of always passing it to Aunty. 'Well, you see, Muvver,' Billy answered, 'when I pass it to Aunt Hewen, she nesser takes any, she jus' thanks me and gives it back'!"

The incident just told occurred a couple of years ago, and Billy is now beyond the baby-talk stage, in fact, proudly marching off to first primary, daily. I visited with his mother one day not long ago and, as usual, we fell to talking of Billy, who has always been a favorite of mine.

"I'm rather worried about him," she confided, "he's getting so selfish! Lately I've noticed it in so many little ways."

Then she went on to tell me how generous Billy had been as a little fellow, a fact which I, myself, had often noted. "Really," she said, "I used to have to guard him or he'd give away all he had. He divided his pennies, meant for his bank, among all the children in the block, and he was so generous about sharing his toys, candy, and everything!"

Our minds play us odd tricks at times. While she was still speaking a picture flashed before me of that other day when we all sat chatting and she had related Billy's funny remark about the candy. "When I pass it to Aunt Hewen, she jus' thanks me and gives it back." That was what he had said.

And, thereon hung the secret of Billy's developed selfishness. A naturally loving, giving child, gradually he had been *made* selfish. Oh, no, it was not Aunt Helen alone who had been guilty. It was his grandmother, his "granddaddy," all his uncles, aunts and older cousins. He was the only child among many relatives, and they all doted on him. Instead of accepting anything within reason he offered, as they should, they usually said, "No thank you, dear, you keep it." No seven words could be more deadly to the generous impulses of an only child, or to any other.

I told my friend of the trials I had passed through with my little daughter. She, like Billy, was by nature generous, and I had been determined that she should remain so. Often I had heard it said, "An only child always grows up to be selfish." "Betty shall not be so," I had decided. So I took particular pains that anything she offered should be accepted. Not only did I practice this myself but her father did likewise, and I similarly instructed her relatives. "No matter what she offers you, take it," I told them. "Let's try to keep her unselfish." When they seemed about to fail me, as they did at times, I silently signaled. Betty, as a result of this practice, is a generous child.

"We're going to institute a change," Billy's mother told me later, laughing, but very much in earnest, "the next person who says, 'No, thank you, Billy, you keep it,' is going to get into trouble with me!"

TEACH YOUR CHILD UNSELFISHNESS

By William A. McKeever, A.M., LL.D.

The natural tendency of the child at first is to be selfish, to seek his own and to try to hold all that he gets. However, all acts of self-seeking may be made the beginnings of valuable lessons in unselfishness. Also, it can be said in truth that all forms of unselfishness may be both taught and caught, and that after the child has acquired an unselfish mode of response in one

line of conduct he may continue to be very selfish in other respects. Very little that is learned during pre-adolescence is generalized or transferred from one department of life to another.

Play-things are the first treasured possessions of your little one. His toys, blocks, sand-diggers, and the like, naturally arouse his jealous guardianship. Therefore, make it a definite point to teach him to share these with at least one other small child. Take him through the exercise of handing over his things to the other—for example, he to use the blocks while the other uses the sand spoon—and have him observe his play-mate in the immediate act of taking turns with him in the use of the tools of play. Go the rounds of the various play situations in which the two are engaged and see that he and his mate both learn the fine baby art of dealing unselfishly with another.

It is not well to break down all interest in possession. After the neighbor child has enjoyed in his turn the tools of play owned by your little one, explain as best you can whose they are and have the two carefully lay them away as an act of respect to their owner.

Things to eat come second in the selfish interests of the little one; and, again, certain definite acts and examples will constitute the desired lessons in altruism. If your child is not so fortunate as to have a brother or sister to claim a share of the sweets and extra dainties that are handed out, his selfish claim is far more likely to be indulged. Watch every such incident and make it count as a part of the lesson intended. "Shall I give Father a piece of my candy?" you ask, as you pass the portion along. "Now, will you give Mother some of yours?" you continue, while you carefully see that the act is completed. Thus have each child take his turn in dividing the dainty morsel and passing over to another a fair share of the treasured possession.

Unselfishness in helpful acts is the third significant aspect of altruistic training for your child. You set his meal on the table while he sets up the chairs; you mend your little girl's garment but ask her, as a return favor, to make up her own bed. You repair your boy's skates but ask him to return in kind by bringing in the fuel. You faithfully perform every reasonable act for your children, bringing to their attention the fact of your service; and, to off-set this or that performance of your own, you see that they consciously render a return through service acts which are fitting for them.

Of all the forms of selfishness which parents unconsciously teach their children, perhaps the fault of waiting on them over-much and thus making them dependent is the most serious. On every hand to-day, I find big, soft, high school youths who selfishly lie in bed or sit around in idleness while their mothers live constantly under a strain of over-work. Idleness and laziness are among the very worst forms of selfishness.

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USEFULNESS

By William A. McKeever, A.M., LL.D.

Usefulness binds your fellow-creatures to you, and you to them; it tends to the improvement of your own character, and it gives you a real importance in society.—*Sir Benjamin Brodie*

What is your child good for? Ask him; ask yourself. No matter what his age, does he count for something in the economy of your household? And, if not, why not? Decide on a plan to make him useful, and then proceed, with his co-operation, to carry the scheme into effect. Not conscious of being useful for anything, many boys and girls fall into the habit of being drones or parasites, or drift away into idle company.

Your seven-year-old boy has the regular task after school, of putting the reading table in order for the family at evening. You show him carefully how to arrange books and magazines, how to clean up the table, how to put away old papers, and the like. You then, at evening, call the attention of all the family to this particular performance. Especially make the matter clear to the boy himself, that he has performed a useful deed.

When your thirteen-year-old daughter is mending her garments and remaking old ones to give them an appearance of newness, explain to her how helpfully she is conserving the expenditures of the family. And when she asks that oft-recurring question, "What's the use, Mother?" you may show that her work is not merely a matter of saving but that it is a useful contribution to her own future character.

Likewise, think of a scheme whereby your youthful son may have a relation of usefulness to the family and the home. Furthermore, in his case you will have the interesting task of teaching the right relations of the useful to the ornamental. You may hold a sort of council with him and his sixteen-year-old sister, to determine how much of the furnishing of your house is useful and how much ornamental. Perhaps they will help you discover a striking unbalance in the situation. Many houses are filled to the door with trumpery and bric-a-brac which is supposed to be ornamental but which is a burden to dust and keep in order. Often the mother of the family is a slave to the things of the house instead of having them arranged to serve her.

What can we spare? What is in the way? Are we living for these things, instead of having them serve us? Are we sacrificing utility to mere show? By throwing away much of this ornamental stuff, could we save some one at least an hour daily of cleaning, six hours per week, 300 hours—30 days per year? No more valuable lesson can be presented to your boy or girl of high school age as you go into this matter systematically, of the usefulness of the mere things of the home.

What does it do for me? What good is it? These are your guide questions in the matter of teaching your child the general idea of utility. And his future is likely to receive many benefits

from the lesson. Too much of the time we are slaves to sham and show. We do too much for appearance and not enough for usefulness. We live for the sake of our things instead of making our things serve us. Many a farmer exploits his family in the interest of crops and animals. Many a merchant sacrifices his family in the interest of the business. If you are guilty of such an unconscious error, stop, think, and reverse yourself.

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The man who is successful is the man who is useful. —*W. Burke Cochran.*

Be always employed in something useful.—*Franklin*

WILL-POWER

By William A. McKeever, A.M., LL.D.

Want of will causes paralysis of every faculty.—*C. H. Spurgeon*

While some children, more than others, have a predisposition to independent volitional action, will-power may be taught. Like any other virtue, it grows through constructive practice.

First, instill in your child the purpose and the habit of finishing his undertakings. Remind him that he sees everything through, that he never quits, that he stays by his tasks till they are finished. Through such systematic, conscious force of habit he will acquire much of what we mean by will-power.

Second, have your child acquire the habit of saying "I can" and "I will." At the same time, avoid the appointments where "I can't" would be a reasonable response. The very thought of "I can and I will" carries with it a feeling of force. The habit of success carries with it a feeling of force. The habit of success carries with it a feeling of mastery. And this sense of power to do carries with it a distinct pleasure in the doing.

Third, have your child acquire the habit of visualization of success in connection with his difficult deeds. When he says "I can and I will" he will still have the task of thinking just how he can, and just how he will. Avoid the vague, meaningless affirmations of strength and ability on the part of your child, and substitute definite visions of how a thing is to be done.

Do not waste any time chiding your child about having a weak will, but definitely train him to have a strong will. For your older child keep in mind especially that will-power is the power to visualize action in advance, and that the act naturally follows this mental picturing.

Your twelve-year-old boy has the habit of getting very angry and of quarreling with the other members of the family. He knows that his passionate behavior is bad, but he does not seem to have the will-power to quit the practice. Have him visualize the correction. At bedtime, after he has retired, sit by his side and recite to him in low, measured tones a program of ideal behavior at the time of an imagined tendency to repeat the anger: "Arthur, I see you acting perfectly, and in full control of your anger. You speak calmly and slowly, you are gentle and positive. You hold your temper down to a point of quietness and confidence, and in quietness and confidence shall be your strength. You are giving up your anger."

Thus definite vision of success is everything in an act of the will. Too often we say to a child, "Make up your mind," but we are at fault in not showing him precisely how to "make up his mind"; that is, how to visualize in advance the details of success. When once we parents learn that will-power is largely the practice of advance thinking, that it is careful visualization of the deed to be performed, that repetition of the vision deepens the prospect of successful action—then, we shall be able to train the will of our boy or girl.

Finally, notice that will-power is highly specialized. Your youthful son may manifest splendid will-power in work, but weaken like a baby when requested to sing. Your daughter may manifest will-power enough in getting her lessons and fail to break her habit of biting her nails. Each volitional task must be learned separately.

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WOMANLINESS

By Margaret E. Sangster

A good woman is the loveliest flower that blooms under heaven.—*Thackeray*

Winsome and clever, or thoughtful and brooding, merry or quiet, according to her temperament, the girl of fifteen is a problem to her mother, and in many ways a puzzle to herself. She is no longer a child to play freely with her mates in the games which delighted her at ten; and she is not yet a young woman, though she may have womanly tastes and aspirations. On certain subjects, as for instance her dress, her amusements, her studies she has very decided views, and she is gaining in breadth and independence though still under her mother's wing, and accustomed to refer all questions at issue to her for settlement as the final authority. Just now she needs more than ever the mother's loving guardianship, and the wise mother keeps her daughter very close to her side in confidential affection, in daily intercourse, in the most intimate association. For the little woman is passing through a transitional period in her development, and she can nowhere else be as safe and as sheltered as in the sweet seclusion of home. Should the mother decide to send her away to school, the choice should be a matter of careful thought and investigation—the atmosphere of the institution, the character of the teachers, and the social plane of the pupils. It is well that a young girl's friendships be made among those who are the product of refined homes.

At fifteen a young girl is full of enthusiasm. She adores her favorite teacher; she worships the classmate who seems to her ideally beautiful and faultltess; she makes any sacrifice for her chum, and chameleon-like, unless she be of very strongly marked individuality, she takes on the color, absorbs the manner, and reflects the opinions of her companions. She expresses herself in superlatives, and exaggerates both likes and dislikes.

She resents the curb, and must be taught by example rather than by dictation. Her physical life is subject to well-known alterations and perils, and if she is to become physically a strong, well-poised woman, with firm health and serene vigor, she must now have the good food, the sound, abundant sleep, and the wholesome outdoor exercise which build up the body, and make it a fit instrument of a noble mind.

Fifteen takes its perplexities very seriously and grieves without restraint over its sorrows. Never was there a greater mistake than to suppose that early girlhood is a season of unalloyed pleasure. To many girls it is a time of restlessness, of quicksands and reefs, of romantic dreams which bring only disappointments, and of poignant pain to sensitive natures which are wounded because misunderstood.

The reserves of girlhood are an unfathomed sea. For no reason which she can explain the young girl often withholds her thoughts and fancies from her parents, and folds herself in secrecy. The two watchwords of her life are sympathy and freedom, and she needs both in equal measure.

A room of her very own, as tastefully appointed and comfortably furnished as possible, should be every young girl's retreat. Here she may enjoy the half-hours for devotion which tend to the soul's growth, and may read and study and entertain a girl friend, and be as independent of the rest of the family as she pleases. In this, her den, her nook, her bower, her special fancies may be indulged, and her individuality find fit expression.

As for the room itself, it may be plain to bareness, or beautifully luxurious; a cell or a shrine, it owes its grace or lack of charm more to its occupant than to its paper and paint, its bed and bureau, its rug and chairs. All the good things

in this world do not depend on gold and silver, nor need we resign our right to beautiful surroundings because we must keep a strict rein upon expenditure, and have an eye to ways and means.

HER NEED OF MONEY

And this leads me to plead for my little Jeanie, my Gladys, my May, my Rosamond, whatever name this maid of fifteen summers bears, that she may have an allowance of her own, as well as a room of her own. Her little purse should have its regularly bestowed sum, given her weekly, monthly, or quarterly, and from it she should pay her legitimate personal expenses. Mothers sometimes give young girls a sufficient amount to buy their own wardrobes, and to cover every item of their journeying to and fro, of their luxuries and their charities. Jeanie should keep accounts; she should not run in debt; she should have a little margin; she should learn judicious saving, as well as careful spending, and at fifteen it should be her custom to lay aside a portion of her means for the Lord's treasury.

HER NEED OF PROTECTION

One final word. A sensitive girl often suffers from the teasing proclivities of her brothers, and from the thoughtless despotism of her elder sisters. She has her rights and her privileges, and among them is immunity from needless jesting and careless tyranny. Nor ought a young girl to be reproved in public nor held up to ridicule, or snubbed by any incivility. She is an unformed being to some extent, and to mar her in the making is exceedingly shortsighted and unkind. Exact from her the performance of her regular daily duties, in the taskwork of the school and in the routine of the home, but include her in the simple household pleasures, and surround her with the protection of considerate politeness. If she is brusque, be the more delicately urbane. If she is willful, treat her with gentleness. If she is disturbed and disquieted, find out the cause. Be true to her, and expect from her the truth. Teach her to honor her body and to conserve her health. And above all things else love her, and let her feel herself beloved.

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"All powers be yours, He saith,
Over my little ones;
The power of life and death;
The power of cloud and suns;
The power of weal and harm
Be yours to have and hold.

"Lord of the skies and lands,
Take pity on Thy dust;
Strengthen our mortal hands
Lest we betray Thy trust."

—*Katherine Tynan.*

CHARACTER TRAIT REFERENCES

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NATURE AND OUTDOOR LIFE

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PHYSICAL DEVELOPMENT

A dreary place would be this earth,
  Were there no little people in it;
The song of life would lose its mirth
  Were there no people to begin it.

No babe within our arms to sleep,
  No little feet toward slumber tending,
No little knee in prayer to bend,
  Or lips the sweet words lending.

The sterner souls would grow more stern,
  Unfeeling natures more inhuman,
And man to stoic coldness turn,
  And woman would be less than woman.

Life's song, indeed, would lose its charm
  Were there no babies to begin it;
A doleful place this world would be,
  Were there no little people in it.

—*J. G. Whittier.*

THE BABY

BIRTH REGISTRATION

A story is told of a young woman who, in order to get a farm that was willed to her, had to prove the date of her birth. She finally succeeded, but only by proving that she was born on the same day that a high-bred calf was born in her father's barn! The calf had a birth certificate, but the girl had none!

It may sometime be of the utmost importance to your child that there be in existence an accurate, legal record of his birth and parentage. It would be well to ask the doctor to make sure that your baby's birth is properly registered, or go to the registrar's office yourself and see that the record is made.

The birth certificate is filed with a local clerk or registrar who is usually connected in the large centers with a Bureau of Vital Statistics under the Deparment of Health.

Birth registration is important for the following reasons:

1. To identify the child;
2. To prove the child's age and place of birth;
3. To prove legitimacy;
4. To establish right to enter school;
5. To prove the right to take up employment;
6. To prove right to inherit property;
7. To establish legal age for voting, marriage, or liability for military service;
8. To establish right to enter the professions or to hold public offices;
9. To prove mother's right, when a widow, to a widow's pension;
10. To establish right to obtain passport for travel abroad;
11. To help health officers in making complete, accurate, important statistics about babies.

The form usually contains the following items:

Baby's name
Sex of Baby
Place of Birth and Registration No.
Date of Birth: Day, month, and year
If twin or triplet, number in order of birth
Name of Father
Birthplace of Father
Maiden name of Mother
Birthplace of Mother
Attendant at Birth: Physician, Midwife, or other
Address of Attendant

MOTHER'S MILK—NATURE'S BIRTHDAY GIFT*

By Julius H. Hess, M.D.

Mothers of to-day do not willfully deprive their babies of their natural food. Every mother should know that the reward for her patience and perseverance in furnishing breast milk for her baby increases its chances of living through the first year. It does more than this: it fivefold reduces the illnesses of the first year.

Mother's milk, when available, is the only food entitled to consideration. All other methods of feeding the newborn infant must be looked on as makeshifts. Fortunate are the babies fed on breast milk during the summer months, for few of them develop severe diarrhea. Of every hundred babies who die of intestinal infection (so-called summer complaint) eighty-five are bottle-fed, and only fifteen breast-fed.

*Julius H. Hess, M.D., is professor of pediatrics in the University of Illinois College of Medicine, Chicago. Dr. Hess names the reasons why every baby should be breast fed, when possible, during the first months at least, and gives in some detail directions to the mother for nursing and weaning the baby. These directions are not to substitute, but to supplement, the family physician's counsel. Reprinted from *Hygeia* by permission.

§2. THE MOTHER OF TO-DAY

The young woman of the present prides herself on her physical development. Ordinarily, she is of the athletic type and far superior physically, on the whole, to the women of the previous generation. Good health and physique are the prime attributes to normal lactation. In considering the future of her child, every mother should reflect that the imperfections and ill health of adults are to a considerable extent results of the mistakes in their care during infancy. One of the most gratifying signs of health of the present day is the increasing ability of the mothers, particularly among the well-to-do, to nurse their children. The young mother of to-day is better able to nurse her offspring than were her mother and grandmother, because she is more vigorous and is outdoors more.

§3. ADVANTAGES TO THE MOTHER OF NURSING HER INFANT

The cycle of motherhood cannot be considered complete unless the mother can feed her infant at the breast. Nursing her infant has a beneficial effect on her physical development and creates a high degree of mental composure. The act of nursing by the infant causes an increased flow of blood to the breast and a decreased supply to the abdominal and pelvic organs. This physiologic process decreases the size of the pelvic and abdominal organs and the tendency toward permanent enlargement of the abdomen and resulting misplacement of the pelvic organs. The acknowledgment of the duties of motherhood in nursing a child has a moral influence on all those with whom the mother may come in contact. Besides, every nursing mother will confirm the statement that the periods during which her baby is at the breast give her pleasure and satisfaction.

§4. BENEFITS TO THE INFANT

It has been stated that the death rate and the incidence of sickness among breast-fed babies is far less than among babies artificially fed. The baby's food is always fresh and can always be clean. It is also always available. It is the most economical of all foods. It is the best prophylactic against the development of rickets, anemia, scurvy, and intestinal troubles. It reduces the dangers of infections and as a curative measure, in the presence of all diseases, whether nutritional or infectious, it has no peer. The slight ailments and first signs of illness in her baby are almost immediately recognized by the mother because of his frequent and intimate contact with her. With the possible exceptions of influenza and tuberculosis, the infant fed at the breast is less susceptible to infection, and the after-effects of disease are less severe. It may be stated with absolute conviction that as breast feeding is increased in a community, the infant mortality rate is lowered. This is most strikingly true when the environment is highly insanitary.

§5. DIFFICULT NURSING

It cannot be denied that occasionally a mother, because of her mental and physical condition, is unable to nurse her baby, but fortunately such cases are few. In some women the breasts do not have enough glandular tissue, even during the first months of lactation. This is, however, no indication for weaning. The breast milk should be complemented by a properly balanced mixture of cow's milk. A mother's inability to nurse her baby is commonly due to lack of knowledge and encouragement.

§6. STIMULATION OF THE BREASTS

The baby's nursing is by far the most important factor in maintaining the supply of milk. A vigorous baby's repeated and regular nursing until the breasts are emptied completely is, of course, the natural and best methods. When this natural stimulus is lacking, or when, for any reason, the demand on the breast is decreased, the supply of breast milk decreases gradually until there is not enough to meet the baby's needs. But, by judicious stimulation, by placing the infant at the breast and expressing milk by hand, I have observed the supply of breast milk return to normal, even after the baby had not nursed for two weeks or more.

Expression by hand is the best method for stimulating the breasts to increased secretion when the infant is too weak to nurse or refuses to nurse properly. The milk has to be expressed too for infants with cleft palate and harelip, and when the nipples are so deformed that they cannot be grasped by the infant. Two illustrations will give an idea of how difficulties in breast nursing may be overcome. One infant with a bad cleft palate and harelip, which made him unable to grasp the nipples, was fed with expressed milk from the time of its birth, and at nine months, the end of the period of lactation, was of normal weight for his age. Another infant, whose mother's breasts were without nipples, was fed with the mother's milk which was obtained by hand expression for six months.

§7. EXAMINATION OF HUMAN MILK

No BABY should be weaned because a single laboratory examination shows a deficiency in the fat, protein, carbohydrate, or salt content of the milk. The baby gives the best evidence of the quality and quantity of his food. All conclusions should be based on the baby's temperament, his weight, his stools, and his body temperature. All conditions which might have a detrimental influence on the baby's progress must be considered as possibly responsible for the baby's lack of progress before his mother's milk is blamed.

§8. DAILY ROUTINE OF THE MOTHER

Diet

THE FIRST essential of feeding a nursing mother is an abundance of simple, nourishing food, to the mother's liking. During the first days following labor and while the mother is still in bed, she should be on a more or less light diet, but one that is varied so that her appetite may be stimulated; she may thereby be encouraged to take enough food to meet the needs of the infant and herself. Four meals in twenty-four hours is usually all that she can take with comfort while in bed.

When the mother is up and about and has resumed her ordinary duties she may be allowed to eat such foods as she was accustomed to before pregnancy. It is a fallacy to forbid vegetables and fruits on general principles. As a rule, food that the patient can digest without inconvenience is a safe food so far as the nursing is concerned. Occasionally a nursing infant develops colic after the mother has eaten certain of the aromatic vegetables, such as turnips, cauliflower, and onions. Such foods and such additions as salads and coffee to the mother's diet may interfere with her digestion and thereby change the quantity and not infrequently the quality of her milk, all of which may react on the child. Exceptionally, an infant becomes sensitized to one of the animal or vegetable proteins. Restrictions in the mother's diet are especially indicated when she is feeding a premature or sick infant, because such infants are more readily affected by changes in the quality of breast milk. The common error in the mother's diet lies in underfeeding and overfeeding. A greatly restricted diet in a robust young mother who has always eaten to her own satisfaction of a generous variety of foods is one of the surest means of reducing the quantity and the quality of her milk. On the other hand, overfeeding leads to revulsion for food and sooner or later indigestion results. When the mother is convinced that any article of food disagrees with her, even though there is doubt about it, the food should be discontinued. In general, milk, eggs, meat, fish, poultry, cereals, fresh vegetables and fruits should constitute the basis for selection. The acid fruits, salads, and aromatic vegetables may be tried, to be discarded if they seem to distress the infant. Eggnogs, cereal gruels with milk, cocoa with milk, malted milk, and similar drinks may be given with meals, or if the mother wishes, she may take them between meals. The day's diet should include one quart of milk in some form and at least one quart of water. Tea and coffee in moderate amounts may be permitted.

Number of Meals

Most mothers are satisfied to eat only four times daily. The fourth meal, at bed-time, should consist of cereal and milk, or some other simple and easily digested food.

Air and Exercise

From two to four hours daily should be spent in the open air, weather permitting. While outdoors, the mother should take moderate exercise, but never to the point of fatigue. It is well to divide the time of recreation into a morning and afternoon period.

Sleep

At least eight hours of every twenty-four should be given to sleep. If a mother's sleep is disturbed at night, she should have the benefit of an hour or two for rest at midday. Feedings during the night should be reduced as soon as possible to one only between six in the evening and six in the morning. This is done most easily when the infant sleeps in a room separated from the mother and is under some one else's care during the night. Under all circumstances, the infant must sleep in his own crib.

The Avoidance of Constipation

One bowel movement daily must be insisted on. As the excessive use of cathartics may result in diarrhea in the baby, efforts should be made to regulate the bowel function through food and exercise. A glass of cold water on arising in the morning and a diet including coarse cereals, vegetables, and fruits is usually all that is necessary. If this regimen does not have the desired effect, abdominal massage and local measures, such as an oil enema or a suppository, should be tried. When these measures do not prove effective, it may be necessary to take mild laxatives, such as liquid petrolatum, milk of magnesia, or cascara sagrada. If no evacuation of the bowel has taken place during the previous twenty-four hours an enema should be taken at bed-time.

Care of the Breasts

During the later months of pregnancy a small amount of clear fluid is secreted by the breasts. Toward the end of pregnancy and for the first few days after labor, the secretion is called colostrum. By the third or fourth day the secretion resembles the later milk in physical and chemical properties.

In the average breast, nursing by a feeble infant results in a minimal milk supply, while nursing by a strong infant or regular expression will be followed by a supply varying directly with the demand made on the breasts.

The breasts should be cared for regularly during the period of lactation. A tray can hold all the articles needed: a glass-stoppered bottle with a saturated solution of boric acid, a jar of cotton-wrapped toothpicks to be used in applying the boric acid, and a graduated glass or beaker.

The nipples should be washed thoroughly before and after nursing with a saturated solution of boric acid poured fresh from the bottle for each cleansing, and the surplus should be thrown away. The boric acid should be applied with the cotton pledgets. If the child is to nurse directly at the breast the fingers should not come in contact with the nipples. If the nipples are tender they should be annointed with a sterile mixture of 5 per cent. tincture of benzoin in liquid vaseline.

In some cases when the milk first appears, the breasts may become engorged and painful. Usually this condition rights itself without difficulty as soon as the relation between the supply and demand is established. During this period of readjustment the amount of fluids taken should be limited. The discomfort from the engorgement may be relieved by elevating the breasts and keeping them partially under pressure by the use of a supporting breast binder. If a binder is used in time and the mother takes little fluid in her *diet* for a few days, it is rarely necessary to empty the breast by hand or with a breast pump.

§9. CHANGES IN QUANTITY AND QUALITY OF BREAST MIILK

In many women the return of the menstrual period, especially the first period, is associated with changes in the breast milk. The changes may be quantitative and qualitative. If simply the amount of milk is reduced, often the infant will show signs of hunger. But in some mothers the quality of the milk is so changed as to cause colic and indigestion, the latter associated with frequent stools in the child.

Menstruation is never an indication for weaning, and only rarely should any of the feedings be discontinued at these times, even though they cause minor disturbances in the infant. Disturbances occur most often either before or during the first menstrual period.

The mental condition of the mother may have a direct influence on the secretion of milk. These changes are, however, only temporary. When the infant is distressed, owing to such a condition, it may be wise to remove him from the breast for one or two days, until the mother has recovered from her grief, shock, fright, or anxiety. In the meantime the milk should be expressed by hand.

§10. RULES FOR NURSING

Feeding During the First Days

During the first day of life the infant is kept in a warm crib. Usually he soon falls asleep, and should be awakened only for change of diapers. As a rule he does not cry from hunger until after the first half day of life, and even then in many cases it is difficult to get him to nurse. During the second twelve hours, the infant may be put to the breast two or three times in order to stimulate secretion and to teach him to nurse. During the second twenty-four hours the infant should be put to the breast at regular four-hour intervals. The sixth feeding may be omitted. By the third or fourth day the infant will usually receive most of his required food from the breast. If a night feeding is to be instituted it is well to waken the infant at the desired hour in order to cultivate regular habits, which are essential to the mother's welfare. The infant should at all times be taught to take food by the clock. This means he should neither be nursed before the accustomed hour nor should his feedings be delayed beyond his regular time unless an emergency arises. When the infant cannot take or does not receive enough milk on the four-hour nursing period, with five or six nursings in the day, he should be put on a three-hour period, with seven feedings in twenty-four hours. The average infant can be trained by the second month to wait regularly for his food, and if the milk is of proper quality and of sufficient quantity, he will sleep quietly for most of the intervals between nursings.

Regularity

The breast which is emptied at definite intervals invariably functions better than one which is not, not only as regards the quantity but also the quality of the milk. Regular habits in breast feeding are as essential to the production of milk as to its digestion and assimilation. If necessary, the baby should be wakened to be fed.

The average mother can supply the needs of a single meal with the milk from one breast, and the

breasts should be alternated in successive feedings. The breast should be thoroughly emptied under all circumstances, as this is the best method of increasing the supply of milk, and the baby is the means by which this can be accomplished. Allowing a lazy baby only partially to empty both breasts soon leads to diminished secretion of milk. Sometimes, however, it is advisable to give both breasts at each feeding. The first breast should then be emptied thoroughly before the baby is given the second, and the next nursing should be started on the breast given second in the last feeding.

Number of Feedings in Twenty-Four Hours

At first, six feedings at four-hour intervals are given in twenty-four hours, and five feedings by the second to the fifth month, according to the individual needs of the child. Night nursing can often be discontinued by this time, and babies properly fed will go from ten at night until six in the morning without food, except, perhaps, a drink of water.

A three-hour nursing period is especially indicated when the mother's breasts are small and poorly developed, since the more frequent stimulation will result in a larger twenty-four hour quantity. Likewise, a small and weak infant who finds it difficult to remain at the breast through a long nursing period may be nursed every three hours.

Length of Nursing

As a rule, a robust baby takes three-fourths of the milk from a well filled breast in the first five minutes of a twenty-minute nursing. Fifteen to twenty minutes should be the limit for the nursing period.

The quantity received at individual nursings varies greatly throughout the day. The early morning nursings often yield twice the amount of the later nursings. It is necessary, therefore, to ascertain the twenty-four hour quantity in order to estimate the total value of milk received.

When the milk from one breast does not meet the infant's demands, both breasts should be given at each feeding, the normal nursing time of fifteen or twenty minutes being divided between the two breasts, either equally or by alternating a long and short feeding period of fifteen and five minutes, so that at alternate feedings each breast will supply the long nursing period. Weak or lazy babies may require wakening during the nursing period to keep them at work. Very weak babies may require a longer period with short intervals in which to rest.

Signs of Successful Nursing

The normal full-term baby gains not less than four ounces weekly. This is the minimum weekly gain which is safe. When a nursing baby does not gain or gains only two or three ounces a week, it means that something is wrong and the trouble will usually, but not invariably, be found in the milk. When the baby is nursed at proper intervals and the supply of milk is ample and of good quality he is satisfied at the completion of the nursing. Under three months of age he falls asleep after ten or twenty minutes at the breast. When the nursing period again approaches, he becomes restless and unhappy, crying lustily if the nursing is delayed. When the breast is offered he takes it greedily. The weekly gain in weight under such conditions is usually from four to eight ounces. At the fifth month the baby will have doubled, and at the twelfth month trebled his weight at birth.

Signs of Unsuccessful Nursing

The most significant symptoms of a baby's unsuccessful nursing are no gain, insufficient gain, or loss in weight, fretfulness while nursing, a tendency to remain for too long a time at the breast, and crying when he is removed from the breast. Small stools composed largely of mucus are usually an indication of insufficient food, especially when only one or two are passed daily. While every effort should be made to maintain the supply of breast milk, it is of equal importance to interpret the symptoms of underfeeding as indications for complemental or substitute feedings.

Except in an extreme emergency, breast feedings should not be discontinued suddenly.

THE SMALL OR DELICATE INFANT

THE METHODS of feeding and care of the infant born before full term are applicable also to a small delicate baby.

The normal body temperature must be maintained. Infants may die from exposure because of lack of proper care immediately after birth. Any infant weighing five pounds or less at birth should be immediately protected from excessive loss of heat, because the heat-producing power at this time is so feeble. Such a baby should be handled as little as possible and therefore oiled, not washed, and rolled in flannel—not outing flannel—or cotton temporarily so that the entire body except the face is covered. For permanent use a simple cheesecloth jacket padded with cotton should be made, and, to avoid handling, no other

clothes are necessary. A pad of cheesecloth and cotton may be used instead of a diaper. The baby should then be wrapped in a knitted shawl or small wool blanket and placed in a large flat-bottomed basket or box, which has been padded and lined with a blanket, and partially covered with another blanket. Extra heat should be carefully maintained by means of hot-water bags or bottles or electric heating pads placed around the baby. Great care should be used not to burn the baby.

The room in which the infant is kept should be well ventilated, but a constant temperature of 75° to 80° F. should be maintained. The temperature of the crib should be between 80° and 90° F.

Premature babies are particularly prone to infection, especially colds, which may prove fatal. All visitors must be excluded from the room.

The infant should be fed while in the basket and removed only every other day for an oil rub and clean clothing. His position in the crib should be changed frequently.

The premature infant is usually far too weak to nurse or to draw from a bottle, so that the milk has to be expressed and fed slowly by means of a medicine dropper or stomach tube. If a medicine dropper is used the end should be protected by slipping over it a small piece of rubber tubing. As it may be some weeks before the baby is able to nurse even small amounts, it will be necessary for the mother to empty her breasts at regular intervals. This can be done by expression. The premature infant should be fed breast milk beginning with a teaspoonful every two hours. Gradually increase the quantity given at each feeding as rapidly as possible until the baby is getting in twenty-four hours three ounces for each pound of body weight. The intervals between feeding should then be lengthened to three hours. Some premature infants do better from the beginning on three- or four-hour feeding intervals. Under such circumstances, in order that they may obtain sufficient food, it is sometimes necessary that the feeding be done by means of a catheter improvised as a stomach tube and used by a trained person.

It is particularly important that premature infants be given water between feedings. The total quantity of milk and water given in twenty-four hours should not at any time be less than three ounces per pound of body weight, and it is therefore necessary to give a larger quantity of water at first when the baby is getting a small amount of milk.

The stronger and more vigorous infants may be put to the breast like normal infants. Care should be taken to be sure that they are not fatigued by the process.

The feeding of a premature or delicate infant is a most serious problem. Until the mother's milk is established, every effort should be made to secure a few ounces of milk from some other woman nursing her own child or to obtain a regular wet nurse. The wet nurse's baby should accompany her and should be used to stimulate the breasts of the premature baby's mother. The age of the wet nurse's baby is not important, for the milk can usually be adapted to the digestive powers of the baby in question.

DIFFICULTIES OF THE NURSING PERIOD

During the early period of nursing there may be minor digestive disturbances in the baby which may cause mothers some anxiety. It is usually only a matter of adjustment of the baby's digestive tract to a new function and should never be considered an excuse for weaning from the breast.

§2. STOOLS

The first passages from a newborn baby's bowels are known as meconium. The excretion is very dark green, thick and sticky, with little or no odor. This soon changes to the normal yellow stool of the healthy infant as the baby begins to feed at his mother's breast.

Ordinarily a breast-fed child should have one to four stools a day, bright orange-yellow in color (though occasionally greenish), soft and mealy, often rather loose in character.

Occasionally a breast-fed baby, who is apparently perfectly well, with a normal temperature, comfortable and thriving, continues to have loose greenish stools containing small curds or some mucus, in spite of the best attention which can be given to the mother. Such stools in an artificially fed baby would be a reason for changing the food, but in a nursing baby who is well and gaining they may be largely disregarded.

More rarely the breast-fed baby may be constipated, particularly if the mother shows this tendency. In such cases the mother should correct her own condition. Plenty of water should be given to the baby between feedings, and as early as the third month orange juice may be added to the diet.

§3. UNDERFEEDING

It happens sometimes that a breast-fed baby is underfed. Such an infant shows no gain in weight

or more often shows a loss in weight. The baby either nurses for a brief interval and then gives up and falls asleep or shows great distress after an exhausting attempt to obtain food. The stools are scanty, often only brown stains. The child seems weak and may feel flabby and look pale, but he usually cries very little and sleeps much.

The fact that a baby does not gain in weight or actually loses in weight immediately suggests that he is not getting enough food. Weighing the baby for several days before and after each feeding will prove this. If the baby is not getting enough food, artificial food must be temporarily supplied as a part of the diet.

It may be that the mother has not enough milk or it may be that the baby is not vigorous enough to nurse properly or has a deformed mouth.

If the trouble is due to real lack of milk supply more attention should be paid to the hygiene of the mother. She must have plenty of rest and sleep and she must take the proper amount of food and liquid. Under any circumstances it is most important that the breasts be emptied thoroughly at regular intervals in order to stimulate the production. Weak babies or those with deformed mouths should be fed the milk which has been expressed. Persistent efforts to increase the amount of milk will usually be successful.

§4. METHOD EXPRESSING THE MILK

Fortunately there are very satisfactory methods of emptying the breast on which a weak or physically defective child fails. This matter is especially important because the weak child needs, above all, breast milk, and his very condition tends to diminish not only the amount he takes but also the amount of milk available. A very valuable technique has been worked out. This consists in instructing the mother or nurse to express milk from the breast after each nursing by the following method:

Scrub the hands and nails with soap, warm water, and a nailbrush for at least one full minute. Wash the nipple with fresh absorbent cotton and boiled water or a freshly made boric solution. Dry the hands thoroughly on a clean towel and keep them dry. Have a sterilized graduate glass tumbler or large-mouthed bottle to receive the milk.

1. Grasp the breast gently but firmly between the thumb placed in front and the remainder of the fingers on the under surface of the breast. The thumb in front and the first finger beneath should rest just outside of the pigmented area of the breast.

2. With the thumb a downward pressing motion is made on the front against the fingers on the back of the breast, and the thumb in front and fingers behind are carried downward to the base of the nipple.

3. This second act should end with a slight forward pull with gentle pressure at the back of the nipple, which causes the milk to flow out.

The combination of these three movements may be described as "Back-down-out."

It is not necessary to touch the nipple.

This act can be repeated 30 to 60 times a minute after some practice.

Both breasts may be emptied if necessary, or they may be used alternately.

The milk should be covered at once by a sterile cloth held in place by a rubber band and kept on ice until used.

It is to be given to the baby at the end of the next nursing. By this method not only does the child get the nourishment which he needs, but the complete emptying of the breasts increases the supply of milk.

If after such methods the mother's milk still is insufficient, mixed feeding—part breast feeding and part bottle feeding—may be given for weeks or even months. One bottle feeding a day should be given in place of the breast, or the bottle should be given after each breast feeding to make up the necessary amount.

By giving part breast milk and part cow's milk a well baby will usually have no difficulty in digesting the cow's milk. Even a little breast milk may prevent digestive disorders. In case the baby is disturbed or sick the bottle can be stopped for a few days and only the breast given and boiled water may be given in place of the cow's milk.

§5. OVERFEEDING

Overfeeding is rare in the breast-fed baby. When it occurs it usually means that the nursing periods are too frequent or that the quantity taken at one time is too large, or that the milk is too rich in fat. Under such circumstances the baby usually spits up after nursing and is fussy.

To remedy this, the time at the breast should be decreased and the interval between feedings increased to four hours. A few spoonfuls of warm water given the baby just before nursing will dilute the milk.

§6. ILLNESS

Nursing mothers should be warned against removing the baby from the breast merely because the mother has a slight disorder or sickness. During most cases of brief illness of the mother, the infant may be safely nursed.

A sudden, severe illness of the mother, es-

pecially an acute infectious disease with fever, may make it necessary to remove the baby from the breast temporarily. This may mean for only a few feedings, but if the mother's illness is longer and more serious, the baby may be deprived of the breast for a week or two. In any case it is wise to make every effort to keep up the supply of breast milk by emptying the breasts completely at regular intervals, and the baby should return to breast feeding at the first possible moment.

While the mother is acutely ill, if it is necessary to put the baby on artificial feeding it should be done only under a doctor's advice.

WET NURSES

In some cases if the mother can not nurse the baby it is necessary to engage the services of a wet nurse. Some new-born babies, especially those prematurely born, and some very delicate babies, or those suffering from chronic digestive disturbance, can not be made to thrive on artificial food. For such babies it is wise to provide a wet nurse. In large cities there are agencies where wet nurses can be obtained. In small towns or in the country wet nurses can be secured by advertising, or by inquiry at a maternity hospital in some near-by city. Frequently breast milk may be obtained by expression from another mother and not infrequently a friend will nurse another baby than her own.

When a wet nurse is secured it is not necessary that her baby should be the same age as the baby to be nursed. It is best to engage a nurse whose baby is old enough and whose condition is such as to indicate that she can produce an abundant milk supply. Also, the wet nurse should not be too near the weaning period.

Every wet nurse should nurse her own baby. Her peace of mind will insure better breast milk. Also, if the baby to be wet-nursed is small and weak it may be an advantage to have the wet nurse's breasts emptied afterwards by a more vigorous child. Professional wet nurses in hospitals often furnish enough milk for several babies at a time, so there need be no fear that a wet nurse can not supply milk for two if she has good breasts, if her life is properly regulated, and if her diet is ample.

The general appearance of the wet nurse and her child should be considered before she is engaged. The healthy appearance of her child is a guaranty of her ability to nurse. Also it is absolutely necessary that the nurse herself be given a complete physical examination by a physician. She must be perfectly healthy and must not have any disease which she could transmit to her nursling.

Acute tuberculosis, gonorrhea, and syphilis are the diseases most to be looked for. The complete physical examination which should be given her by a physician before she is engaged should include the blood test for syphilis and examination for gonorrhea, whether or not she shows any symptoms of these diseases.

Often much tact is necessary in managing a wet nurse. It is a mistake, however, to pamper her with luxuries. She should do the amount of work she is used to doing in her own home, and she should be given a simple and nutritious diet and should have the responsibility and care of her own baby.

WATER FOR THE BABY

By S. Josephine Baker, M.D.

A baby is not hungry every time it cries. It often merely wants water. Restlessness and peevishness are very often due to thirst, and after a drink of cool water the baby will go quietly to sleep.

All the water you give your baby should be boiled and then cooled. But don't give it to the baby ice cold. The baby should have two or three teaspoonfuls at a time. Give it to him as often as once an hour, if he seems to want it. Don't do what some foolish mothers do, though, and put sugar in this water. Sugar is a food and makes his stomach work. So by giving him sugar whenever you give him water you are really feeding him too often. He gets enough sugar with his regular feedings.

Drinking water not only quenches baby's thirst, but it helps to keep him cool, and aids his little body in digesting his food and throwing off waste matter.

Don't be afraid, then, of using water, but be sure you use it rightly.

MIXED FEEDING AND WEANING*

By Julius H. Hess, M.D.

Some mothers can carry on the nursing for only two or three months, others for as long as nine months. It is exceptional to find a mother with a supply of breast milk sufficient for the infant after the ninth month. It is usually wise to allow one bottle feeding daily by the end of the third or fourth month in order to relieve the mother and train the baby in bottle feeding.

§2. MIXED FEEDING

The first reason for mixed feeding is to furnish enough food to meet the baby's needs when the mother's supply becomes inadequate. This is best accomplished by complemental feeding; the baby is given a mixture of cow's milk after a limited period on the breasts. The second reason is to relieve the mother of one or more breast feedings to provide for her recreation, and the third, to teach the baby bottle-feeding in preparation for emergencies. The two latter conditions necessitate replacing breast by bottle meals—these are known as substitute feedings. Whichever of these two methods of mixed feeding is adopted, the all important question to be answered for the mother is what foods and how much of them shall be given to replace the breast milk. The wise mother will obtain the necessary advice from the physician.

§3. WEANING

Weaning should be gradual, whenever possible, for the sake of both mother and child. The first months in the life and development of a child are the most critical period. Weaning at this time is a serious matter. As a rule, if it is necessary, a well baby can be weaned successfully after six months of age, if it is properly done. However, at least part-time breast feeding should be continued throughout the next three months or even longer, if possible, depending on the baby's health. When a mother cannot give her baby at least two satisfactory breast feedings daily, it is advisable to wean the child.

Sometimes a baby cannot take cow's milk, but this is unusual, in such a case, milk from a goat may be tried. Goat's milk has been of great value when used in some cases of eczema in young children.

§4. PROTRACTED NURSING

Weaning may be delayed after nine months when the baby is passing through the hot months of summer, and when the quality of the cow's milk to be had is uncertain. It may also be delayed when the baby is convalescing from a recent illness, or if epidemics of acute infectious diseases are going the rounds.

As a rule, the trouble in weaning is not the baby's inability to digest cow's milk, but too sudden change, or food not adapted to him.

If the baby has to be weaned suddenly, the food must be weaker in the beginning than for an artificially fed child of the same age. If the baby is weaned at six months, he should be fed a mixture suitable for a child of two or three months and the same rule applies to older children. When the baby becomes accustomed to cow's milk, the strength may be increased gradually.

By gradual change from breast feeding to bottle feeding, usually weaning can be accomplished within two weeks without upsetting the baby. It is very seldom necessary to wean in a shorter time than this, and there is every reason to wean gradually so as to prevent disturbance. Rarely should breast feeding be continued past the first year.

The fear of many mothers of the "second summer" is well founded when dirty milk and other improper foods are fed promiscuously, but with clean certified and sterilized milk and properly prepared soft foods, the dangers of the summer heat are lessened. It should be the rule to underfeed rather than overfeed. In hot weather and during the greatest heat, the infant's diet may well be reduced one-half.

ARTIFICIAL OR BOTTLE FEEDING*

By L. Emmett Holt, M.D., and Henry L. K. Shaw, M.D.

There is no perfect substitute for breast milk. Clean, fresh cow's milk properly modified is the best substitute available. Prepared infant foods should be avoided; they are not fresh; they are expensive, and the babies fed on them are more liable to be sick than those fed on cow's milk.

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§2. CARE OF THE MILK AND BOTTLES

Only clean milk from a clean milkman should be used for the baby, and it should be kept clean in your home. The baby needs the freshest milk you can get, but not the richest milk. If possible, only certified or pasteurized milk delivered in bottles should be used—certified milk when you can get it.

Dipped or loose milk is never clean and never quite safe; dirt and flies are likely to get into it.

When received, the milk should be put immediately on ice and kept there. Warm milk readily spoils and spoiled milk may make the baby sick.

One should never leave an open pitcher for the milkman to pour milk into.

One should never allow milk to stand about the house in open vessels nor on the steps in the sun.

Not only the bottles and dishes used, but the hands of the mother should be clean before preparing the milk.

New rubber nipples should be boiled. All nipples after using should be carefully cleansed and kept covered in a glass containing boric acid, or baking soda, and water. Once a day they should be thoroughly washed with soap and water.

Bottles should be rinsed when emptied, then kept filled with water. Before preparing the food for the day they should be thoroughly washed in hot suds with a bottle brush and boiled for ten minutes.

During the summer the milk, if not from a certified dairy, should always be boiled or pasteurized.* Boiling milk kills the germs and makes the milk safe.

It is easier to prepare the entire food for the day at one time. The proper quantity for each feeding is put in a separate bottle.

When milk is boiled, this should be done in the separate feeding bottles after it is prepared.

§3. A HOME-MADE ICE-BOX

A home-made ice-box may be made as follows: Get from your grocer a deep box about eighteen inches square and put three inches of sawdust in the bottom. Place two pails in this box, one, a smaller pail, inside the other, and fill the space between the outer pail and the box with sawdust. The nursing bottles filled with milk are placed in the inner pail. This pail is then filled with cracked ice which surrounds the bottles. The inner pail should have a tin cover. Nail several thicknesses of newspaper on the under surface of the cover of the box. This ice-box should be kept covered and in a shady, cool place. The water from melted ice should be poured off and the ice renewed at least once each day.

*For method of pasteurizing, see page 195, section 4.

§4. PREPARATION OF THE FOOD

The simplest plan for the preparation of the food is to use whole milk (from a shaken bottle) which is then diluted according to the child's age and digestion. It is impossible to feed a baby by age alone. The weight and the disposition, whether nervous and very active or quiet and placid, must be taken into account.

From Birth to Three Months

Beginning on the third day, an average baby of 7 to 7½ pounds weight should be given 3 ounces of milk daily, diluted with 7 ounces of water. To this should be added 2 level teaspoons of sugar. This should be given in seven feedings.

A large child of 9 to 10 pounds may have 5 ounces of milk and 10 ounces of water and 3 teaspoons of sugar.

At one week the smaller child may have 5 ounces of milk and 10 ounces of water; the large child, 7 ounces of milk and 11 ounces of water. To each formula may be added 1½ even tablespoons of sugar. This should be given in seven feedings.

The milk should be increased by ½ ounce about every four days.

The water should be increased by ½ ounce about every eight days.

From Three to Six Months

At three months the smaller child will require on the average 14 ounces of milk and 14 ounces of water; the larger child, 18 ounces of milk and 16 ounces of water, in which is cooked for twenty minutes 2 teaspoonfuls of barley flour. To each formula should be added 3 teaspoonfuls of sugar. The food should be given in five feedings at four-hour intervals. No feeding after 10 p. m.

The milk should be increased by ½ ounce about every six days.

The water should be reduced by ½ ounce about every two weeks.

After four months the entire food should be given in five feedings, the interval between feedings being now four hours.

From Six to Nine Months

At six months the average child will require about 24 ounces of milk daily, which should be diluted with 12 ounces of water, in which is cooked for twenty minutes 2 even tablespoons of barley flour. To this should be added 3 even tablespoons of sugar. This should be given in five feedings.

The amount of milk should be increased by ½ ounce every two weeks.

The milk should be increased only if the child is hungry and digesting his food well. It should not be increased unless he is hungry, nor if he is suffering from indigestion even though he seems hungry.

At nine months, the average child will require about 30 ounces of milk daily, diluted with 10 ounces of water, in which is cooked for twenty minutes 3 even tablespoons of barley flour. To this should be added 2 even tablespoonfuls of sugar. This should be given in five feedings.

The sugar added may be milk sugar, cane (granulated) sugar, or maltose (malt sugar).

A very large baby may require a little more milk than that allowed in these formulas.

A small or delicate baby will require less than the milk allowed in the formulas.

§5. NUMBER AND INTERVALS OF FEEDING

Rules for bottle feeding must be carefully observed; regularity is very important.

From the outset the baby should not be fed oftener than every three hours up to 10 p. m. and one feeding later during the night; only seven feedings in the twenty-four hours.

After three months no night feeding after 10 p. m. should be given; only six feedings in the twenty-four hours.

After four months the time between feedings should be made four hours and only five meals given in the twenty-four hours.

§6. TECHNIQUE OF BOTTLE-FEEDING

The milk should be warmed by standing the bottle in a tall pitcher of water as hot as the hand will bear.

After attaching the nipple the bottle should be held upside down; the hole in the nipple should not be so large that the milk will run in a stream, nor so small that it will not drop.

The bottle should be held while the child is taking his food.

After feeding, the child should be placed upright or over the nurse's shoulder and patted to allow him to bring up the gas, generally air which he has swallowed. He should then be placed in his crib, but not rocked.

§7. SOME "NEVERS"

A child should never be played with after feeding.

He should not be allowed to suck on an empty bottle; it should be taken away as soon as emptied.

He should not be allowed to sleep with the nipple in his mouth.

If the baby does not take all his feeding, what is left should be thrown away, never warmed over again for a later feeding.

DIFFICULTIES OF THE ARTIFICIALLY FED BABY

§1. STOOLS

The stools of an artificially fed baby are quite different from those of a breast-fed baby. They are almost always fewer in number, frequently only one in twenty-four hours. The movements are much firmer, often formed, and with slight odor. The color differs, according to the food, from lemon yellow, if cow's milk is the sole food, to dark or light brown, if malt products or starchy gruels are used. A well baby's stool should be smooth and somewhat pasty in character, showing that the food is well digested. Loose, green, frequent stools, or hard, greasy, marble-like movements are symptoms of disturbance and indicate the necessity for some change in diet.

§2. UNDERFEEDING

Underfeeding may be caused either by not feeding enough of the right food or by feeding the wrong kind of food. Underfed infants usually sleep for shorter periods and fret and cry before the regular feeding period. If the baby fails to make regular gains in weight, the food either needs to be increased in quantity or properly modified to suit the baby's needs. No two infants have exactly the same ability to utilize food.

§3. OVERFEEDING

Overfeeding is one of the most common causes of digestive disturbances in artificially fed infants. Babies cry and fret, frequently not because they are hungry but because they are uncomfortable from being given more food than they can digest. Stationery weight is not uncommon when the food is pushed beyond the needs and the digestive capacity of the child.

The overfed baby may take all that is given him and cry for more, or he may leave some of his bottle. Overfeeding is frequently due to too

rapid increase in quantity and strength, or to too frequent feedings. Regurgitation (spitting up) or vomiting may be a symptom of overfeeding.

§4. SIGNS OF ERRORS IN FEEDING

Following sooner or later on a dietary error, any one of a number of symptoms or combination of symptoms may appear, such as:

1. Vomiting.
2. Gas.
3. Colic and flatulence.
4. Stools full of undigested "curds," either of fat or protein.
5. Loose stools, frequently green and sour.
6. Diarrhea.
7. Large, dry, whitish stools ("Soap stools").
8. Constipation with small stools of normal appearance.
9. No gain in weight.
10. Loss in weight.
11. Increased fretfulness and crying.
12. Disturbed sleep.

The result of a continuance of a mistake in feeding varies with the individual child and the seriousness of the error. Many infants gradually overcome digestive difficulties as they grow older and thrive in spite of them. Other children grow gradually worse and a serious condition may develop, such as:

1. Chronic weight disturbance.
2. Chronic indigestion (dyspepsia) with intolerance to fat, sugar, or starch.
3. Atrophy or chronic malnutrition.
4. Summer diarrhea.

The outcome depends on the degree of intolerance developed to the chief food constituents, the rapidity with which the cause of the condition is diagnosed, the skill with which the food of the sick child is adapted to his weakened powers, and the native vigor of the infant.

CIRCUMCISION

It very frequently happens that the foreskin of a little boy is too long or that the opening in it is insufficient to allow it to slip easily back and forth over the glans. This condition gives rise to many symptoms in the child, such as bed-wetting, extreme nervousness, and bad habits.

When this opening in the foreskin is of fair size it may be stretched by the physician and the adhesions broken up; it should then be kept well greased with boric acid ointment night and morning, and the foreskin worked back and forth over the glans twice daily. By this means circumcision may be avoided. When the opening is only of pin-head size, nothing will do but a complete circumcision. This little operation should be done as soon as possible. It may be necessary to circumcise a baby almost as soon as it is born, and if done by a physician no harm ever results from the operation; in fact, the harm is done by allowing this constricted condition to remain.

THE BABY'S CARETAKERS

§1. NURSEMAIDS

It may be well to speak a word of warning as to nursemaids. One has only to visit the parks of any city on a pleasant day to note the instances of neglect and carelessness on the part of nursemaids toward the babies in their charge. Infants are allowed to lie with the sun shining in their eyes; are permitted to become chilled, tired, or hungry, or to lie in wet diapers; they are scolded or jerked about by one arm or fed with candy, cakes, or other unsuitable foods to keep them contented. When at home they may be left strapped in high chairs for long periods, or without the mother's knowledge may be given soothing syrups or other quieting medicines.

But it is not only in physical matters that grave harm may be done to the baby. A nurse sometimes threatens that the policeman, the doctor, or it may be a wholly imaginary creature or person, will come, if necessary, to enforce her will. It is often almost impossible to eradicate fear instilled thus early in the impressionable mind of a child. The mother must be on her guard to prevent this. A too rigid obedience to the nurse should always be viewed with suspicion, and although there are, of course, many thoroughly honest and conscientious nursemaids, entirely devoted to the children in their care, no mother can afford to run the risk involved in neglecting to investigate the character of the nursemaid whom she engages.

Every nursemaid, no matter how healthy she may seem, should be carefully examined by a physician, as the baby may readily become infected from an attendant suffering from communicable diseases.

§2. CHILDREN AS CARETAKERS

In many families the older children are the caretakers of the baby, and in many cities the girls in the grade schools are taught how to take good care of the baby. Girls thus taught are, of course, of very great help to a busy mother. But there is danger that the time for play and pleasures which they need in their own healthy growth may be thus used. Mothers should remember that young boys and girls absolutely need a certain amount of free play, preferably out of doors, unless they are to be stunted and weakened, and should see that they are not imposed upon by the too constant care of a baby. They should also remember that a fat baby is a heavy load for any one to carry, and that the slender frame and tender bones and muscles of a young girl may be easily bent and injured by lifting and carrying the baby. On the other hand, older sisters and brothers may very well learn to look after the baby some part of every day or to take him out in his carriage while the mother has a chance to rest or to go out. When necessary, written directions for particular care should be left by the mother, but the general rules regarding the baby's food, sleep, and airings should be the common knowledge of the whole family.

WHY THE BABY CRIES

What causes a baby to cry? It may be any one of several reasons.

1. *He is hungry.* The cry of hunger is a continuous one, accompanied by sucking of the fingers. The cry stops immediately when baby gets his food.

2. *He is thirsty.* This cry is generally continuous and stops when baby is given a drink of water.

3. *He is in pain.* If in pain from a pin pricking him, the cry is sharp and continuous. If from colic, the cry may be spasmodic, accompanied by drawing-up of the knees and turning the thumbs inside the closed fingers. Teething is a frequent cause of crying from pain. Insect bites are a cause of much discomfort.

4. *He wants attention.* Baby very soon finds out that he likes attention. When he is laid down alone or the mother or nurse goes out of his sight, he sets up a cry for renewed attention; he wants to be cuddled or rocked. If he does not get just what he wants, he will cry. His cry will immediately stop when he is taken up, held, or rocked. Oftentimes as soon as he sees his mother coming to him his cries cease; in other words, he is rapidly becoming a "spoiled" baby.

If the baby is not born with a rupture and wears a good, firm, supporting flannel band, there is absolutely no danger of crying causing a rupture.

5. *He is sleepy.* A baby will often fight against going to sleep. He will cry a few good cries, which finally become weaker, and with a little moan or a long sigh baby is asleep.

6. *His napkins are wet.* When baby cries, always examine the napkins, and change them if they are at all damp.

7. *He is tired of lying in one position.* In a very young or weak baby who is unable to change his position himself we find that changing his position—laying him on his other side—often stops his crying.

8. *He is frightened.* Babies from six months to two years old will often wake suddenly, and, frightened at finding themselves in a dark room or by a bad dream, will cry out in a shrieking voice. They should be taken up or talked to in a soothing way, and placed back in bed again. This generally suffices.

9. *He is exhausted.* Crying from this cause is usually a low, moaning cry, and is seen in very ill or weak babies.

10. *He is crying from temper.* This form of crying is seen in older children; they cry loudly, swinging their arms and kicking their feet. Tears in babies are generally supposed to indicate pain, but sometimes a baby will cry real tears from nothing but temper. Tears do not usually show themselves until after a baby is one-and-a-half to three months old.

11. *His clothing is uncomfortable.* Often baby's band or napkin becomes wrinkled and hurts him. Take him up, smooth his clothes, and he will stop crying if the cry was occasioned by uncomfortable clothing.

When the baby is fretful without apparent cause, slide your hand up under his shirt and rub his skin all over. His flesh is more tender than yours; and can you imagine much worse torture than to lie all day in "itchy" flannels and never be able to pull down your shirt or rub? Make it a rule to rub the baby every time his napkin is changed.

A young infant cries quite a little; it is healthful for him to cry and is a part of his daily exercise. If a baby cries, go over the above list and if he is not crying from any cause except the "wants attention," let him cry it out.

SPECIAL SUMMER RULES *

By L. Emmett Holt, M.D., and Henry L. K. Shaw, M.D.

§1. FOOD

More important than all else is not to overfeed, especially during very hot spells.

A nursing baby should have fewer feedings and be given water freely.

For a bottle-fed baby the food should be diluted from one-third to one-half with boiled water and water given freely between feedings.

In neither case should the feedings be oftener than once in four hours.

If the bowels become loose, all food should be stopped at once and medical advice sought. A diarrhea should never be allowed to run on for days because it is thought the baby is teething.

§2. CLOTHING

The chief thing is to keep the baby cool and comfortable. In the middle of the day only the lightest clothing should be worn, often only a napkin is necessary. It is equally important during cool mornings and evenings that the body is well protected.

§3. SKIN

Baby's skin is very sensitive and sunburn is quickly produced unless special care is taken to protect the body and the head from the sun's rays.

Prickly heat, one of the most annoying things of summer, may usually be prevented by having only linen or cotton next the skin, bathing frequently, and the free use of toilet powder.

§4. BATHING

Not only should the baby have his morning tub, but usually one at night also. On very hot days a third one at noon before the midday nap adds much to his comfort. A large handful of bran may be added to the bath water if there is a tendency to prickly heat.

§5. FRESH AIR

In the hottest weather the baby is kept indoors in the middle of the day and given his airing in the early mornings and in the later afternoons and evenings. If he cannot be sent to the country he should spend as much time as possible in the park or on day excursions to the beach.

§6. NAPKINS

Soiled napkins are a source of danger. They should be placed at once in water and washed as soon as possible.

§7. FLIES AND INSECTS

Their bites cause much discomfort and may be a means of carrying disease, therefore the baby's crib or carriage should always be carefully protected by netting.

§8. SUPERVISION OF A DOCTOR

Nothing is more important in keeping a baby well than to have him under the supervision of a doctor. He should be seen at least twice a month during the first half year and after that once a month until he is two years old. This should be the rule even if baby seems to be perfectly well. The object is to keep him well.

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HIGH-CHAIR DAYS*

By Herman N. Bundesen, M.D.

High-chair days, which usually begin during the fifth month, are an interesting period. This is the time when the family first gets a big thrill from seeing baby sit up "like a little man."

As to the right time to sit up alone, the baby's own actions are the best guide. Don't worry about it or try to force him to sit up, just because some other baby of his age is doing so. A five months' old baby is in the lively stage and when he is strong enough he will rise to a sitting position of his own free will, thus staging a surprise for the family.

If your baby does not want to sit up, do not force him by propping him up or putting him in a sitting position, as this may cause round shoulders, a flat chest, or curved spine. When the baby is first put in his high chair his head may sway about and in this way he may get some bumps unless the arms and back of the chair are padded. You may help to prevent this by tying or strapping him in the chair firmly, but not so tightly that he is unable to move.

At first, ten or fifteen minutes at a time are long enough for any baby to be left in a high chair. He may be kept in the chair a little longer each day until at the end of the month he is sitting up for an hour at a time. Take him out of the chair before he becomes restless or fretful.

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"Mighty the Wizard
Who found me at sunrise
Sleeping, and woke me
And learn'd me Magic!
Great the Master,
And sweet the Magic."

—*Tennyson*

FOOD

THE BALANCED MEAL

By Jennie Ellis Burdick

"Am I feeding my family as they should be fed? Is the food that I am giving them what they should have? Am I getting the best results for the money that I am spending?" These questions are often asked of herself by the careful and thoughtful housewife. Unfortunately the price we pay for food is not a test of the nourishment it gives to the body. Obviously strawberries in January at a dollar a pint contain no more (and perhaps less) nourishment than strawberries in their natural season at fifteen cents a quart; neither does South American quail at two dollars each—and one containing only enough, too, for one person—build up bodily tissue, nor furnish fuel for the body engine any better than an equal amount of ordinary domestic fowl. Neither can satisfying the hunger be depended upon; a hungry person would not be hungry after a meal of potatoes or bananas, but his body would not have been furnished all that it needs.

It is quite evident that the person who plans the meals ought to know what things the body needs in the way of food and how to supply these needs with ordinary food materials. Different kinds or classes of food serve different uses in the body, and the housewife should choose those which will serve these uses without waste.

§2. COMPOSITION OF FOODS

Foods are divided into six groups: Carbohydrates; Proteids; Fats and Oils; Water; Mineral Matter; and Vitamines.

Carbohydrates furnish energy and maintain heat; they are composed of the elements carbon, hydrogen, and oxygen; and they comprise sugar, starch, and cellulose. Sugar is found in milk, fresh fruits, and many other materials, but unless small amounts of very sweet materials—sugar itself, syrup, or honey—are used, the diet is likely to be lacking in it. Starch is supplied mainly by cereals, potatoes, and bread. Cellulose is the material which makes up the framework of plants; it gives bulk to the diet and may tend to prevent constipation. Fruit and vegetables supply this important element.

Foods Depended Upon for Carbohydrates

Sugar
Molasses
Syrups
Honey
Candy
Raisins
Fruits preserved in sugar
Jellies, jams, and marmalades
Cereal grains used for meals or flours
Cereal breakfast foods
Bread
Macaroni
Spaghetti
Noodles
Cakes
Cookies
Crackers
Tapioca pudding
Cornstarch pudding
Indian pudding
Potatoes—both white and sweet
Rice

Proteids contain nitrogen, and are needed in the case of children for growth and in the case of both adults and children to repair the body. Without these nitrogenous foods the meal would lack body-building material.

Foods Depended Upon for Proteids

Eggs
Cheese of all kinds
Milk (whole milk, skimmed milk or buttermilk)
Fish
Meat
Poultry
Game
Nuts
Beans

The principal office of *Fats and Oils* is to store up heat and energy. They are found in meats, nuts, and many other foods, but unless small amounts of especially fat materials are used, the meals are likely to be without them.

Foods Depended Upon for Fats and Oils

Butter and butter substitutes
Cream
Suet, lard, and other cooking fats
Salad oil
Salt pork and bacon
Chocolate
Oily nuts

Water is indispensable to life. It helps to carry off waste matter, to aid digestion, to regulate temperature, and to keep the blood in good condition. It is present in varying amounts in each item of food.

The principal uses of *Mineral Matter* to the body are to furnish material for the bones and to purify the blood. They tend to offset acid substances produced in the tissues in the course of digestion of meats and cereals.

Foods Depended Upon for Mineral Matter

Milk
Water
Fruits
Vegetables

Vitamines

The name "Vitamine" has been given to the substance or substances which though present in minute quantities in food are yet absolutely essential to a continuation of the life process. The knowledge of vitamines is not a discovery but is the result of a study of food chemistry by many learned men and women, a great deal of which study pre-dates the coining of the term "vitamines." For a long time experiments were made in feeding with artificial mixtures, but to the great embarrassment of the investigators each prolonged attempt was a failure. Purity of ingredients made no difference. The reason for the failure was obscure until the work in England of Frederick Gowland Hopkins, and in America of Thomas Burr Osborne, Lafayette Benedict Mendel, Elmer Verner McCollum, and D. J. Davis, proved convincingly that a natural food supply furnishes something necessary for nutrition besides carbohydrates, proteids, fats and oils, water, and mineral matter.

From about the year 1700 it has been known that the dreaded disease, scurvy, to which sailors were particularly subject, was caused by a diet from which fruits had been omitted. In the year 1804 there was a law passed in England making it compulsory for vessels flying the British flag to carry lemons and to issue regularly a ration of lemon juice.

In 1882 forty per cent of the men in the Japanese navy suffered from beriberi. The chief article of food was polished rice. Convinced that there was some relation between the diet and the disease the authorities ordered some changes, chief among which was a substitution of barley for part of the rice. Immediately following this change, beriberi almost entirely disappeared from the Japanese navy.

About 1913 Osborne and Mendel discovered that an eye disease variously called xerophthalmia, ophthalmia, conjunctivitis, or keratomalacia was caused by a lack of fat in the diet. His experiments showed, however, that an addition of *any* kind of fat to the diet would not cure the disease. But if butter fat or cod liver oil were added, the disease could be either cured or prevented. Beef fat was not so powerful an agency, and other fats such as lard and cottonseed oil had no effect at all.

To this element in the fat was given the name "Vitamine." But when further experimentation showed that the vitamine which cured or prevented xerophthalmia was not the same as those which performed the same office for those other deficiency diseases, beriberi and scurvy, and that they in turn differed from each other, it was necessary to make some distinction between them. So that found in the fats is called "Vitamine A" or "Fat-Soluble A"; the anti-beriberi vitamine is called "Vitamine B" or "Water-Soluble B"; and the third or anti-scurvy (antiscorbutic) one is known as "Vitamine C" or "Water-Soluble C."

Just *what* vitamines are, and just *how* they work we do not know. Some authorities think they supply the body with certain chemical units which the body is unable to manufacture. Others regard them as stimulators exerting a stimulating effect upon the various activities of the body. The important point, however, to keep in mind is that a well-varied diet which contains milk, green vegetables, and fruits, as well as other foods, will supply all the vitamines the body needs.

Condiments

In most families some materials are used in preparing or serving food which add to the attractiveness of the meals but without furnishing the body with any nourishment. Among these are salt, pepper, vinegar, spices, seasoning herbs, horse-radish, flavoring extracts, and many other materials often spoken of as "condiments." These are not absolutely needed by the body, but they may be very useful in making an otherwise unattractive diet taste good. In fact, one of the secrets of making an inexpensive meal attractive is the skillful use of seasonings and flavors; for this reason they are well worth their cost, even though they do not actually increase the food value of the diet.

§3. TESTING FOR SUCCESS

A CORRECT combination of the six principles in a meal constitutes a balanced meal. But how is a housewife to know exactly how much of each of the food substances or nutriments her family needs or exactly how much of each she is giving them? The exact amount that each person needs depends upon age, sex, size, and amount of work done with the muscles. An elderly person, or one of quiet habits, needs less food than a vigorous, younger one; a large person than a small one; a man than a woman; an adult more than a child; a carpenter, a football player, a farmer, each needs more than a man who sits at his desk all day. The same individual needs more one day than another, depending upon how he has used his muscles.

In order to calculate exactly how much of carbohydrates, proteids, and fats and oils her family needs, a housewife would need to know exactly how much muscular energy was in need of replacement in each member, and also exactly how much of the different nutriments each food contained. This of course would require a great deal of figuring. It is indeed fortunate for the peace of her mind and the quiet of her nerves, that such exactness is not necessary in ordinary life. If too little or too much of one nutriment is provided at a single meal or on a single day the body does not suffer, if it is healthy, because it has ways of storing up a surplus and of drawing upon this supply in an emergency. *The real danger lies in always providing too little or too much of some one nutriment.* Here the housewife can protect her family.

It is just as easy to get into a rut with our foods as it is with anything else, and the results in their way are just as disastrous. Equally important with the good habit of eating reasonable amounts, not being either greedy or over-dainty, is a liking for all kinds of wholesome foods. Children should early be taught to acquire this good habit, and if the older members of the family have not learned it, they too should try to do so. Refusing to eat a wholesome dish, just because one is not accustomed to it, may be a detriment to health, and it may also prevent the use of some very desirable and economical food.

The best test of the wholesomeness of the diet with which the housewife is providing her family is the health of that same family. If they are full of energy and ambition ("pep"), strong, free from ailments, and well-developed for their ages, then she may safely conclude that she is feeding them correctly. On the other hand if they are listless, ailing, under-developed, and if a physician finds that there is no special disease to account for these symptoms, then she should study carefully the meals she is in the habit of serving and find out which food-principle she has omitted from her meals or of which she has not used enough.

Very often the refusal of the proper amount of food is due to monotony. A housewife gets into the habit of serving just the same food cooked in just the same way. "Variety is the spice of life." Variety of food and variety in method of cooking will keep up the appetites of the family, and their pleasure and health will amply repay the housewife—and she herself will find her work less laborious because it is more interesting.

Experience has taught us that for a correct combination of the food-principles and for making the meal attractive, the ideal breakfast consists of five parts or courses: fruit, cereal, bread, entrée, and something to drink; the ideal dinner of eleven parts: appetizer, soup, bread, fish, entrée, roast, vegetables, salad, dessert, cheese, and something to drink; the lighter meal, which may be either luncheon or supper, depending upon whether the heavy meal is served at midday or evening, of eight parts: soup, bread, entrée, vegetables, salad, dessert, cheese, and something to drink. In many homes, however, either because

of the smallness of the family or the lack of help in the kitchen it is economy of money and time not to serve a "full course" meal on any one day. In such cases the housewife remembers that the body has ways of storing up a surplus of any one nutriment and drawing on that supply later; so one day she supplies a goodly portion of one thing, and another day she gives from another list. For breakfast she serves either a cereal or an entrée, for dinner either an appetizer or a soup, either a fish or an entrée, or a roast, and if there are plenty of green vegetables she may omit the salad; for luncheon either a vegetable or a salad. One of the "One Dish Dinners" on page 209 will make a pleasing change if served occasionally.

MARKETING

By Jennie Ellis Burdick

§1. THE STORES

There is no reason why meat-markets, fish-stores, grocery-stores, fruit-stores, and milk-stores should not be just as cleanly as one's own home. In the large cities and in many of the smaller towns laws have been passed making it compulsory for the food-distributor to do his utmost to protect the health of his customers.

Seeing that these laws are enforced is within the province of the housewife—not that she must assume the duties of the police, but she can transfer her patronage to the well-kept store and thus make the storekeeper realize it is to his advantage to obey the health laws. Sometimes a storekeeper will argue that he will be obliged to raise his prices if he is obliged to comply with the law. There is no weight to his argument; if he keeps his place clean, his goods protected from flies and other insects, and stocks only with first-class goods, the amount of loss from deterioration is reduced to a minimum.

§2. SYSTEMS

There are two ways of conducting business. The older one is now spoken of as the "credit-and-delivery system" and the other as the "cash-and-carry system." Where the business is done under the older system, the services of more clerks are needed to do an amount of business equal to that done under the cash-and-carry plan; there are the bookkeepers, order clerks, delivery boys, and the upkeep of delivery vehicles which all add to the overhead expense of the store and the cost of which must be added to the selling price of each article. Then, too, the shop-keeper must figure that a certain percentage of the profit of the business as shown on his books is loss because of unpaid bills. Sometimes a housewife is justified in patronizing a credit-and-delivery store, but as a general rule she can so plan her tasks that it is convenient to call at the "cash-and-carry" stores and take her purchases home with her. If she is unable to get out, there is generally some small boy in the neighborhood who will be glad to go for her.

§3. PURCHASING IN BULK

The town and country dweller has a big advantage over the city dweller when it comes to storage space. In the small city apartment there is usually no satisfactory place where several months' supply of any one item may be kept. Hence the city wife is obliged to buy only enough for the day.

In the towns and country the houses are generally built with large, cool, dry cellars. It is easy to partition off part of this for food-storage. Potatoes, apples, and the like may be purchased in the fall when prices are lowest and used as needed. Eggs may be bought in the spring when they are plentiful, put down in water-glass, and the supply drawn upon when the market price of eggs rises.

Fresh vegetables and fruits should be bought when they are in season, and prepared for winter use by either canning or dehydrating. Other household commodities, such as flour, sugar, and cereals, should be purchased in large quantities, so as to take advantage of the lower proportionate price.

§4. CO-OPERATIVE BUYING

Sometimes the family is too small to use the whole of something. For example it may be a crate of fruit. Then let several neighbors purchase it together; thus each will have no more than she can use and each will get the advantage of the bulk price.

§5. MEAT

In selecting meat, choose the tender cuts for broiling and roasting, and the tougher (and cheaper) parts for stewing. There should be both fat and bone. If fat is lacking it is a sign that that meat has come from an animal which was either old or poorly fed.

Beef

When good beef is first cut the lean part is firm and will show no mark when pressed by the finger; in color it is a purplish red which changes to bright red on exposure to the air. When a butcher receives a beef-animal he divides it into quarters, these being known as the two fore-quarters and the two hind-quarters. The division is made just back of the ribs. The first six ribs are known as the "prime ribs." The first steaks cut on the small end of the loin are "short steaks" and have very little of the tenderloin which is under the loin. Between these and the point where the hip-bone joins the spine are cut the "porter-house steaks."

The "sirloin steaks" come next, between this joint and the thighbone.

Mutton and Lamb

Mutton and lamb are generally quartered as is beef. The flesh should be bright red with firm white fat. The fore-quarter is divided into head, neck, shoulder, breast, and rack; the hind-quarter into the loin and leg.

Veal

Good veal is flesh-colored and firm with white fat and should come from a calf two months old —younger than that is not safe. The carcass is divided as is mutton. Chops and cutlets come from the hind-quarters, the cutlets being slices cut from the leg.

The sweetbreads are part of the digestive organs and there are two pairs: "heart" and "throat." The heart sweetbread is short and firm and preferable when it is to be served whole. The throat sweetbread is long and full of membrane, but is just as good if it is to be creamed or served in small pieces.

Pork

Fresh pork is pale red in color, firm, and with white fat. Salt pork is white or pinkish white. The animal is divided by the butcher as is mutton. The chops come from the ribs and the loin. When salted and smoked the hind legs are called ham, and the flank, bacon.

§6. POULTRY

Poultry is a general term including chickens, turkeys, ducks, geese, and pigeons raised by man. Wild fowl (turkeys, ducks, geese, quail, partridges, and grouse) are called "game."

Chicken is seasonable all the year round. Broilers are more plentiful in the late spring, roasting chickens in the summer and fall, and fricassee chickens in the late winter and early spring. For broiling, choose a young chicken five months old or less, weighing one and a half to two pounds; it should be short and plump in shape. For roasting, a young cock is preferable; the lower part of the breastbone should be flexible. For stewing or fricasseeing, purchase an older fowl, preferably a hen over a year old.

Turkey is in season from late fall to early spring. Hens or young gobblers are best for roasting. Select a short plump bird with flexible breastbone.

Ducks and geese are in season all the year. If given plenty of water to drink, but not enough to swim in, they will flesh up very quickly and make very tender eating. This is so, because using the muscles for swimming hardens them. Choose a meaty specimen.

It is better to buy fowls direct from the producer whenever possible. Instructions can then be given for the proper treatment of the bird before and after killing. During the last twenty-four hours of life, the fowl should not be given any food, but should have access to plenty of clean water. This will insure clean intestines and an empty crop, resulting in a better flavor to the entire bird. After killing, poultry should hang twenty-four hours before cooking.

It is difficult to get a butcher to properly clean a fowl, because to do so takes more time than he feels he can spend on an individual order; hence it is better for each housewife to do this herself.

To dress poultry, hold it over a flame to singe off all the fine hairs. Then scrape the skin, being careful not to break it, in order to remove all pin-feathers and pieces of quills which may have been left from the plucking. Then cut off the head leaving as much of the neck as possible. Push back the skin on the neck and cut out the flesh and bone as close as possible to the body. Twisting the neck will disjoint it and indicate where to cut with the knife. The windpipe, the food tube, and the crop, can be pulled out through the neck-skin which now hangs empty. The next step is to make a cross cut just below the point of the breast-bone. Then with a sharp knife cut a circular hole around the vent. Put the hand into

the large slit and loosen up all of the organs. Do this carefully so as not to break the gall—the little green gland next to the liver. Then remove all the organs including the heart and lungs through the large opening below the breast-bone. Bend back the legs at the joint below the fleshy part and sever with a sharp knife. In the case of a turkey or an old hen pull out the white sinews from the upper leg, using a pair of pliers. Cut out the oil sack on the rump. The heart, liver, gizzard, and blanket of fat should be separated from the intestines, still being very careful not to break the gall. Cut off the top of the heart which will permit the withdrawal of the tough skin covering it; split the gizzard on one side and remove the inner lining with its contents.

After the fowl has been washed let it soak in salt and water for half to three-quarters of an hour, remove and cover with salt and pepper, and let drain for a while. When ready to put in dressing, fill the larger cavity, then put the feet through the large opening and draw them out through the smaller round opening. Fasten them in place and close the large opening with two or three metal skewers. Turn the bird back up and put dressing into the neck-skin, pushing it down until the breast is filled. Then fold back the neck-skin onto the back, bend back the third or "hand" section of the wing, and fasten with two long metal skewers, one inserted from each side. When the turkey or chicken is cooked and before sending to the table pull out the skewers. Fowl prepared in this manner looks nice on the table and there is no forgotten string to embarrass the housewife.

To prepare a chicken for fricassee, clean in the same way and cut apart at the joints; large pieces like the breast will require two or three cuts where there are no joints. For broiling, split the chicken along the entire length of the backbone.

§7. FISH

In purchasing fish the choice should be limited to those that are in season, as fish kept in cold storage lose their flavor. In some places fish are caught with nets, and kept alive in tanks until wanted; this is an excellent plan. In good fresh fish, the flesh is thick and firm, the scales bright and stiff, the eyes full and prominent. Refuse to take the fish that is "mushy."

Lobsters, crabs, oysters, and clams should be alive when cooked as they are injurious if dead before cooking.

ADDITIONS TO THE BABY'S DIET *

By L. Emmett Holt, M.D., and Henry L. K. Shaw, M.D.

Unless a child has loose bowels he should be given from one to two tablespoonfuls of strained fruit juice once a day after he is seven or eight months old.

If he is taking boiled or pasteurized milk, the orange juice or the juice of fresh or canned tomatoes should be begun at the sixth month, 2 teaspoons daily, increased slowly to 2 tablespoonfuls. Once a day after he is nine months old, he may be given squeezed beef juice, beef tea, or plain mutton or chicken broth with vegetables cooked and strained.

When he is ten months old, he may have the grated yolk of a hard boiled egg, a small piece of crisp toast or zwieback, or a crust of bread to chew, immediately after his feeding; also one, and after two or three weeks, 2 tablespoonfuls of strained cereal with some of the milk from the bottle upon it just before the bottle is given; and once a day 1 or 2 teaspoonfuls of strained vegetable three or four times a week.

At twelve months, he may take his milk undiluted; the strained cereal may be given twice a day and the amount increased.

GOOD FOOD HABITS

By Lucy H. Gillett

1. Meals should be at the same hours each day.
2. Plenty of water should be given between meals.
3. Children often have to be taught to like things which are good for them.
4. Children should not be forced to eat when not hungry.
5. Children should be happy while eating.
6. Plenty of time should be allowed for meals.
7. Dirt is dangerous:

Children should have clean hands and faces while eating; they should sit down to a clean table and eat in an orderly manner; flies should never be allowed to alight on food.

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DIETARY OF A GROWING CHILD

By S. Josephine Baker, M.D. (Revised)

§1. FROM TWELVE MONTHS TO EIGHTEEN MONTHS OF AGE

6:30. *First Meal*—(1) On rising: 1 to 2 ounces juice of a sweet orange, or pulp of 6 stewed prunes, or 1 ounce pineapple juice. (2) 8 ounces milk with either zwieback, or toasted biscuits, or stale toasted bread. (3) A cereal. Note: Fruit must not be given either one-half hour before or one-half hour after milk.

10:30. *Second Meal*—During forenoon: Milk alone or with zwieback.

12:00. *Noon Meal*—(1) 6 ounces soup, or 3 ounces beef-juice. Note: Soup may be made of chicken, beef, or mutton. (2) Stale bread may be added to the above. (3) A vegetable.

Fourth Meal—Afternoon—Milk, or toasted bread and milk.

6:00. *Evening Meal*—(1) 4 ounces thick gruel mixed with 4 ounces top half milk; taken with zwieback. Note: Gruel may be made of oatmeal, farina, barley, hominy, wheatena, or rice. (2) Apple-sauce or prune jelly.

Total milk in 24 hours, 1 to 1¼ quarts.

Note: 8 ounces is equal to a half-pint.

§2. FROM EIGHTEEN MONTHS TO TWENTY-FOUR MONTHS OF AGE

Breakfast—(1) Juice of 1 sweet orange or pulp of 6 stewed prunes or pineapple-juice (fresh or bottled), 1 ounce. (2) A cereal, such as cream of wheat, oatmeal, farina, or hominy preparations with top milk (top 16 ounces), sweetened or salted. A glass of milk, bread and butter. Note: If constipated, give the fruits one-half hour before breakfast with water; if not, they may be given during the forenoon. Raw fruit juice must be given either one-half hour before or one-half hour after milk.

Forenoon—A glass of milk with two toasted biscuits or zwieback or graham crackers.

Dinner—(1) Broth or soup made of beef, mutton or chicken, and thickened with peas, farina, sago, or rice, or beef-juice with stale bread-crumbs, or clear vegetable soup with yolk of egg, or egg soft boiled, with bread crumbs, or the egg poached, with a glass of milk. (2) Dessert: Apple-sauce, prune-pulp, with stale lady fingers or graham wafers, or plain puddings; rice, bread, tapioca, blanc-mange, junket, or baked custard.

Supper—Glass of milk, warm or cold; zwieback and custard or stewed fruit.

Total milk in 24 hours, 1½ quarts.

§3. FROM TWO TO THREE YEARS OF AGE

Breakfast—(1) Juice of 1 sweet orange, or pulp of 6 stewed prunes, or 1 ounce pineapple juice (fresh or bottled) or apple-sauce. (2) A cereal, such as oatmeal, farina, cream of wheat, hominy or rice, slightly sweetened or salted as preferred, with the addition of top milk (top 16 ounces), or a soft boiled or poached egg with stale bread or toast. (3) A glass of milk. Note: If the child is constipated, give the fruits one-half hour before breakfast with water; if not, they may be given during the forenoon. Milk and raw fruit juice should under no circumstances be given at the same meal.

Dinner—(1) Broth or soup made of chicken, mutton or beef, thickened with arrowroot, split peas, rice, or with addition of the yolk of an egg or toast squares. (2) Scraped beef or white meat of chicken or broiled fish (small amount), or mashed or baked potato with fresh peas, or spinach or carrots. (3) Dessert: Apple-sauce, baked apple, rice pudding, junket, or custard.

Supper—(1) A cereal or egg (if egg is not taken with breakfast) with stale bread or toast; or bread and milk, or toast and cocoa, or bread and custard. (2) Stewed prunes or some other kind of stewed fruit.

§4. FROM THREE TO SIX YEARS OF AGE

Breakfast—(1) Fruits: An orange, apple, pear, or stewed prunes. (2) Cereal: Oatmeal, hominy, rice, or wheat preparations, well-cooked and salted, with thin cream and sugar; or egg, soft-boiled, poached, in omelet or scrambled. (3) Milk or cocoa.

Dinner—(1) Soup: Beef, chicken, or mutton. (2) Meat: Chicken or beefsteak or roast beef or lamb chops or fish. (3) Vegetables: Spinach or carrots or string beans, peas, cauliflower tops, mashed or baked potatoes, beets or lettuce (without vinegar). Macaroni, spaghetti. Bread and butter—not fresh bread or rolls. (4) Dessert: Custard, rice, bread, or tapioca pudding, ice cream

(once a week), cornstarch pudding (chocolate or other flavor), stewed prunes or baked apple.

Supper—(1) Milk-toast or graham crackers and milk; or a thick soup, as pea, or cream of celery with bread and butter; or a cereal and thin cream with bread and butter.

(2) Stewed fruit, custard or a plain pudding; jam or jelly.

FOOD FOR SCHOOL BOYS AND GIRLS

By Mary Swartz Rose

Care of the diet should not cease with the first four or five years of life. The small boys and girls trooping off to school every morning have not progressed so very far along the path of growth. They have started on a climb lasting for nearly a quarter of a century, and while it is true that they triple their initial weight in a single year at the beginning of their career, it is also true that they must increase it fifteen or sixteen times more before they reach adult stature.

§2. THE MORNING MEAL

The first consideration in the school child's program is his breakfast. He should never be permitted to go off without it, for he has not reserves in his body to tide him over long periods without food, as an adult has. No breakfast, or a very unsuitable one, is frequently cited as a cause of undernutrition. The precise form of this meal will depend somewhat upon the age of the child. For those from five to eight years of age it may consist of the following:

1. *A mild fruit:* as orange, fresh ripe or baked apple, baked banana, stewed prunes.

2. *A well-cooked cereal:* oatmeal having the preference; wheatena, rolled wheat, hominy grits introduced at intervals for variety; occasionally a ready-to-eat cereal, especially in the summer time. Any of these should be served with a liberal supply of milk but not with sugar, as when it is taken thus children are less likely to tire of it.

3. *Some form of dry, rather hard bread:* as toast, zwieback, whole-wheat crackers, very crusty rolls baked a second time when at least 24 hours old. These help to develop chewing habits and also to bring blood and exercise to the jaws and lay the foundations for strong teeth.

4. *Milk to drink:* this should never be very cold, and may very well be hot, especially on cold mornings. It may be flavored with a little cocoa or cereal coffee, if by such means the milk is taken more freely.

If the breakfast must be simpler than this, it will be best to give the cereal and milk and trust to getting in the other foods later in the day. For the older children, there may be more variety in fruit, the preference being given to that which is only mildly acid. Fresh fruits in season, and many kinds of dried fruits, may be used. To increase the amount of fuel, an egg or some bacon may well be added. The main changes in the meal will be in amount rather than kind. No hot breads or fried foods should be included before the age of fourteen and after that only at long intervals and in small amounts, so that they do not constitute the chief part of the meal.

A regular schedule for meals is very important as an aid to digestion. The alimentary tract may be trained to respond to the stimulus of food taken at a definite time much better than when the food is taken haphazard. The breakfast hour should be early enough to prevent any one fretting or eating hastily through fear of being late to school. Serenity promotes good nutrition; excessive emotion of any kind retards the digestive processes and sometimes actually produces acute indigestion. Whimpering over food should never be permitted; eating should be stopped till calmness is restored.

§3. THE NOON MEAL

Dinner should be served at noon rather than at night for children under twelve, so that early slumber, also imperative for good development—especially of the nervous system—shall not be interfered with. Dinner for children from five to eight years of age will serve with little modification as luncheon or dinner for the older ones. It may consist of:

1. *A soup:* made with milk and vegetable juice or pulp; or a mild broth used as a medium for carrying vegetables or cereals.

2. *An egg:* dropped, poached, coddled, made into an omelet, or scrambled—never fried. For variety, a little bacon, a bean puree, creamed macaroni, or baked rice with a little cheese can be used.

3. *Stale bread or crackers* with butter.

4. *A green vegetable:* of mild flavor and delicate texture, mashed or finely chopped for the

youngest. Spinach (which is especially rich in iron), carrots, peas, and asparagus tips are good examples of the kinds to use. Since it is not well for children under eight or nine years of age to have meat, much of the variety in the diet, to which they need to be trained for their future good, is gotten through the careful choice and method of serving of vegetables; and a cultivation of a taste for them, not only as sources of building material in childhood but as a means of keeping the body in good running order in later life, is a duty of those who have such feeding in charge.

5. *A very simple dessert:* as junket, baked custard, blanc-mange, rice, or other cereal pudding. If sweets are further desired they should be included in the dessert. A little candy (one or two pieces) may be taken at the end of a meal without harm, but should not be allowed at other times.

6. *Milk to drink:* this may be omitted if a milk soup is served.

For the older children, who have dinner at night, the luncheon should be substantial, and the above plan with more choice of hot dishes will serve very well.

§4. THE EVENING MEAL

The evening meal should be very simple indeed for children up to eight or nine years of age, and furnished not later than six o'clock. Bread and milk, milk toast, creamy egg on toast, or thick soup with bread, and mild stewed fruit, accompanied by a plain cooky or cake or by some cereal pudding, will make an adequate meal. For the older children, the evening dinner should be about as substantial as the noon meal, including a small serving of meat and a simple salad of fresh fruit or vegetables, preferably with French dressing. Stewed fruit may be substituted for the salad when desired. There should be plenty of bread and butter.

FEEDING THE ADOLESCENT

By Mary Swartz Rose

During the period of adolescence, when development is again in some respect very rapid, special attention should be paid to the diet. If careful training has preceded, girls are perhaps not so likely to develop a desire to avoid all plain food and live on sweets, but they are, nevertheless, very likely to pass by the green vegetables and cereals which bear the iron especially needed by them for the maintenance of a full supply of good blood through this period. Such foods should be prepared with the utmost care, and supplemented when cost permits by more liberal allowances of fruit, which serves the same purpose and is usually better liked. Milk can be concealed in many dishes, and meat in moderate amounts (2 to 4 ounces a day) may be given regularly, especially if it is difficult to get milk consumed. Boys are not usually so whimsical as girls, but they, too, exhibit vagaries of appetite which need to be taken into account. They have usually many pounds of flesh to lay on their long bones before they attain adult stature, and need liberal feeding. They not only need more food than their fathers, in proportion to their weight, but, as they are also much more active physically and expend a large amount of energy on this account, they usually need more food not only relatively, but absolutely. To get this without too great bulk, fat may be used liberally in the form of butter and cream, olive oil, oleomargarine, and bacon.

Cheese is a concentrated source of both fat and protein, and if mixed into a cream sauce for a dish of macaroni, is readily digested. "Poor man's pudding" and similar dishes afford a way of giving much milk with moderate bulk, while nuts and dried fruits, such as dates, figs, and raisins, are also concentrated sources of nourishment which may be used to advantage. A day's food scheme suitable as a basis for planning the meals of young people is given below. It will furnish adequate building material as well as fuel.

§2. A DAY'S FOOD PLAN FOR FOURTEEN TO EIGHTEEN YEARS OF AGE

		Calories
Breakfast 500-800 calories	Fruit	50-100
	Cereal	100-150
	Milk	100-200
	Bread	100-200
	Butter	50-100
Luncheon 600-1200 calories	Macaroni and cheese	
	or	
	Hot roast beef sandwich	200-300
	or	
	Bean soup and crackers	
	Cocoa *or* milk	100-150
	Bread	100-300
	Butter	100-200
	Baked custard	
	or	
	Rice pudding	150-200
	Baked apple	

Dinner 800-1400 calories		
	Meat	
	or	
	Bean or lentil loaf and potatoes	200-300
	or	
	Scalloped eggs	
	Green vegetable, cooked	25-100
	Fresh fruit or vegetable salad	100-150
	Bread	100-300
	Butter	100-300
	Ice Cream	
	or	
	Tapioca cream	150-200
	or	
	Charlotte russe	
	Milk *or* cereal coffee	100-200
	Total	1800-3200

Most aversions to food are formed during or before the period of adolescence. These are deplorable socially and economically, and may be the cause of a badly-selected diet. They arise through unpleasant association, as sickness or accidents; through imitation of others, especially admired adults; through unpleasant suggestions made by others; or through idiosyncrasies of taste. An enthusiasm for nourishing food needs to be cultivated among children by precept and example, and worthy foods should be kept from falling into disrepute by every legitimate means. The cultivation of a rational appetite will help immensely in laying the foundations of health for later years. Many of the results of dietetic indiscretions are not apparent immediately, and their seriousness is likely to be underestimated. Fuller physical stature, greater resistance to disease, freedom from fatigue, and increased mental alertness are hard to measure in concrete terms. And while we are right in insisting upon economy in the use of food materials, it must be a rational economy that avoids waste but recognizes the necessity of an ample food supply, rich in building material, not only through elementary school and high school, but even through college. Many a young man and woman has, by subsistence on meager and unsuitable food during the college years, paid the penalty in lowered physical resistance. If rigid economy must be practiced, let it be as far as possible on the seasoned adult who can best bear it, and not upon developing young people, whose right it is not only to be well-born but also well-reared.

THE SCHOOL LUNCH-BOX

By Mary Swartz Rose

When the noon meal cannot be taken at home, the problem of a suitable school lunch must be met. If the lunch-box is carried from home, the advantage of warm food in promoting easy digestion and leaving the mind freer for action in the afternoon is lost; there is also more danger of the food being bolted than in a regular meal at a table with others. Consequently special care needs to be taken that the foods are suitable in kind and amount, and appetizing when the box is opened.

1. *Sandwiches:* which form the best staple, made of stale bread and filled with finely-chopped boiled eggs, well but mildly seasoned; a nut paste, as peanut-butter softened with milk or cream; a dried fruit paste, made of chopped dates or figs. These kinds are all suitable for the younger children; for the older ones, chopped meat, cheese, jellies, and jams are also desirable.

2. *Fruit:* which is appetizing and carries well. The varieties mentioned for breakfast are suitable, also cooked fruit if it can be carried, as apple-sauce, stewed raisins, pears, etc. Tomatoes may often take the place of other fruit when liked.

3. *A sweet:* as baked custard, plain cookies, sponge cake.

4. *Milk or fruit juice to drink* if it can be carried. For the older children, stuffed eggs mildly seasoned, nuts, sweet chocolate, baked beans, crusty rolls filled with potato or other simple salad, help to give variety.

LUNCH TIME AT SCHOOL

By Mary Agnes Davis

The lunch hour at school is the one hour of the day in which no guidance is offered to the children in many schools, because no provision has been made for a school lunch. Children eat a cold lunch which has often been prepared hastily in the morning from what could be picked up from the breakfast table; to this is added a piece or two of pie left from the previous evening meal.

The wrong kind of food is not the only evil that arises from no provision for the lunch hour at school. The children often congregate in groups, eat in unclean places, and indulge in questionable conversation.

The school lunch that is functioning as a school lunch should do more than give children something to eat at lunch time; it must give them the right kind of food and teach them how to choose food intelligently; it sends, through the children, information regarding food into the homes.

Many homes do not provide the right kind of food, not because they are not willing, but because they do not know what should be provided in order to obtain the best results from the amount of money spent. Through the school lunch a child learns that food has a money value.

If the menu for the following day's lunch is placed in a conspicuous place, the children will notice it and talk about it at home. This not only shows the child how much money he will need for lunch, but carries a discussion of food into the home, the very thing that the conscientious school lunch director wants.

§2. SERVE SOMETHING HOT

The school lunch does not have to consist of an elaborate menu; a menu that requires an unusual amount of time for preparation is unnecessary. Something hot, cocoa or soup, is a valuable addition to the sandwiches and fruit brought from home. If there has been no provision made for the preparation of a hot lunch at school, cocoa and soup can be prepared before school and reheated at lunch time.

The menu should be simple and short. Milk, eggs, cereals, vegetables and fruits should appear on every school lunch menu. It will make no difference then if a child does eat two desserts, if the desserts contain the food which he should have.

Children will learn to choose food wisely and without mistake if the choice is small. A small choice permits of a greater variety of menus and therefore less repetition of the same dishes. Children, just like grown folks, lose interest in food when it appears in the same form each day. It is true that the same foods are needed every day, in many instances, but these foods should be used in different ways.

§3. ENVIRONMENT IS IMPORTANT

The lunchroom is an important part of the school lunch, for there children learn by example. Through the luncheons served, they learn food education and cleanliness, good manners, and the value of association one with another.

The environment in which food is served is quite as essential as the food. The lunch time should be a happy time. It is the one social hour of the school day for the child, and it affords a chance of sociability between teacher and pupil on a common ground. It gives the teacher an opportunity to know her pupils and to find out by personal contact what type of citizens they will make. The well-organized school lunch gives the child an attitude of helpfulness toward his fellows through daily contact.

The lunchroom often is unattractive in appearance, thus casting a cool atmosphere over the lunch hour. The school dining room needs just as much thought and care in decorating as does the dining room at home. A cozy, comfortable dining room creates a restful atmosphere. With the co-operation of the various departments, a school lunchroom can be made attractive with little extra cost.

Does your school maintain a school lunch? If it does, see that the woman in charge knows about food and food values and is interested in the welfare of children. If you do not have a hot school lunch in your school, you should do your part to enlighten the patrons of the school. The school lunch is as important to the child and his welfare as learning arithmetic, history, and language. With the aid of the school lunch he will be better able to make progress in his academic studies; he will grow into a better citizen because he has learned some of the fundamental laws of society through contact in the school lunchroom.

FOOD BETWEEN MEALS

Children must eat to grow as well as to live; and as the capacity of a child's stomach is small, he needs more than the regular meals per day. Midway through the morning he should have something that is wholesome and easily digested—a piece of zwieback or dry toast, a cup of broth, a cup of gruel, some ripe fruit, or, best of all, a glass of milk.

Then again half-way between the noon and the evening meals he should have another bite or snack. Marion Brownfield tells of one clever mother who has solved this problem. In a certain place in the kitchen there are three paper plates awaiting the three children each afternoon. Often there is fruit there: a bunch of grapes, an orange, a banana, or some figs. Frequently there are a

couple of crackers. Sometimes these are spread with peanut butter if they are plain crackers. Perhaps they will be of different kinds; there may be a fig bar and a graham cracker. Perhaps there will be an apple, and a walnut to crack. Even left-overs are enjoyed as a surprise; bread pudding, an ear of corn, a tomato or scraps made into an interesting sandwich sometimes greets the youngsters. As a real treat, the left-over may be cake! Because it is understood that the luncheon must be eaten "as is" with no requests for more until meal time, the plan relieves the mother of a great deal of teasing and it also prevents the temptation to dip into food prepared for a coming meal.

If these extra meals are kept as simple as the above suggestions indicate, they will not interfere with the child's desire for his "three squares per day" and there will be no trouble in eliminating them when the growing period is over.

But, some one inquires, how is a child to get even a glass of milk between breakfast and noon if he goes to school? The solution of that problem is easy. The school principal or superintendent should arrange with a local dairy to deliver to the school-house each day the same number of one-half pint bottles of milk as there are children in the school. Cups or glasses are not necessary if straws such as used at soft-drink counters are supplied to the children, as it is easy to make a hole in the cardboard cap on the bottle and insert a straw.

MILK, THE PERFECT FOOD

Milk is often said to be a perfect food. By this we mean that it contains all the essential elements for normal human growth and development. Here are some of the values of milk to the human body:

1. It contains material that builds up and repairs the body.
2. It furnishes the body with energy.
3. It supplies lime for the teeth and bones.
4. It contains all of the three important vitamines, which cause the child to grow and be strong.
5. It contains little iron, but what little is present is in an unusually available form.
6. It is, to most adults and invalids, one of the most digestible of foods.
7. It contains no substance that is poisonous or harmful to the average individual.
8. It is, to most persons, most palatable and pleasing in appearance, and so is tempting for use.
9. When clean and well taken care of, it is useful in all its forms.
10. Whatever its cost, it is the cheapest of all foods.
11. In addition to its value, used alone as a drink, it adds greatly to the food value of many other foods, and some persons find it palatable in such combinations who do not like it alone.

Skim milk, although lacking in fat, is a highly nutritious food especially useful in cooking or combining with other foods. It contains practically all the protein, sugar, and mineral matter of the whole milk.

Condensed, evaporated, and dried milk may be used for many purposes in place of fresh milk when the latter is not available. For feeding children they do not, however, entirely take the place of fresh milk and they also need to be supplemented by fresh green vegetables and fruit juices.

§2. BUTTER AND CHEESE

The fat in cream and butter is very thoroughly and easily digested and carries with it relatively large amounts of the necessary growth-promoting vitamine A. Butter substitutes lack this health-giving element. This is why genuine butter should be used for children's meals, no matter how tasty the substitute may be.

Cheese contains almost all the protein and fat and much of the sugar and mineral matters of the milk from which it is made. Ordinary American or Cheddar cheese, for example, contains a far higher proportion of calcium than does any other common food.

§3. AMOUNT OF MILK NEEDED FOR GROWING CHILD

For the first year of a child's life the amount of cow's milk given him each day depends upon whether he is breast-fed or bottle-fed. After his first birthday and until he is through growing he should have at least a quart a day. And until he is three years of age every effort should be made to induce him to take at least three pints. These amounts include not only the milk the child drinks, but also that which is cooked in his food—such as custards and other puddings, cream sauces, and cream soups.

PROBLEMS IN MILK

By the Bureau of Public Health Education, Department of Health, City of New York

MILK is excellent material for the growth and development of bacteria, hence, great importance attaches to methods pursued in producing and marketing it. The bacteria generally found in milk have two sources—they may come from a diseased cow, or they may fall into the milk while it is being drawn or be introduced at any stage of its handling. It is practically impossible, even under the very best conditions at the farm, and with the most approved methods of distribution, to obtain a milk absolutely free from bacteria; in fact, the best market milk (Grade A, Raw) may contain up to 30,000 in each half-thimbleful (1 cubic centimeter). Fortunately for consumers, however, the varieties generally found in market milk are not disease-producing and are not dangerous unless they are allowed to multiply abundantly, in which case they cause souring, curdling, and putrefaction, and thus render the milk unfit for use.

At summer temperatures, such common milk bacteria multiply with astonishing rapidity, and soon render any milk unfit for food. In addition to the curdling and the souring, poisonous substances are produced by some of these bacteria which are especially badly borne by infants, and it becomes very necessary to devise means of keeping the number of these bacteria down to a minimum.

§2. DISEASE TRANSMISSION BY MILK

BESIDES the above-mentioned bacteria, which are practically inevitable inhabitants of all market milk, and which, in the different grades of it, only vary in number, other and much more serious bacterial contaminations may occasionally be found. Of those derived from the cow, the most frequent are streptococci from an inflammation (suppurative mastitis) of the udder—milk bag—and tubercle bacilli from udder tuberculosis or from tuberculosis disease elsewhere in the cow's body. It has been demonstrated that while the tubercle bacillus found in cows is not of the same variety as that which produces pulmonary tuberculosis in human adults, it is nevertheless able to set up even fatal tuberculosis in small children and infants.

Typhoid fever is not infrequently spread by means of milk. The bacillus may be introduced into the milk directly, by the milkers or handlers themselves, among whom there may be an actual light or incipient case of typhoid fever, or a so-called "carrier" (that is, an apparently healthy individual who harbors in his intestines typhoid bacilli), or the milk may be infected indirectly by contaminated water used to wash utensils, etc.

Asiatic cholera, dysentery, and similar diseases, may be spread in the same manner, but probably only infrequently, though our knowledge as to milk transmission of dysentery is still not exact. Epidemics of scarlet fever and diphtheria have been directly traced to contaminated milk.

§3. STERILIZATION

STERILIZATION may mean boiling for five to ten minutes. The objections to this are: First, the milk sugar is somewhat scorched; the casein and albumin (proteins) are hardened; the salts of calcium, magnesium, and phosphorus are precipitated; and, as a result, the digestibility and nutritive value of the milk may be impaired. Second, its commercial value is reduced, as the cream will not rise as well—what is known as the "cream line" is interfered with or entirely destroyed.

§4. PASTEURIZATION

AS A result of the objections just stated, pasteurization has largely superseded boiling. This simply means heating to 142 degrees F., for at least thirty minutes. When done on a large scale, the milk to be pasteurized is allowed to run in a thin stream over a metal surface which is heated by hot water to the required temperature, or the milk may run through a series of metal tubes which are surrounded by hot water, bringing the temperature of all the milk up to the proper degree. The milk may also be pasteurized in a covered, water-jacketed tank. It is important that all the milk be thus heated, since otherwise some bacteria may remain alive in part of it and subsequently develop rapidly throughout the whole. Commercial pasteurization has certain disadvantages as well as advantages. If properly done, on fresh milk which immediately thereafter is properly cooled, an absolutely safe and palatable milk, of good keeping qualities, results. All disease-producing bacteria, such as typhoid and tubercle bacilli, are killed by the process, as are also many of the lactic acid bacilli which cause the souring. Those germs that escape destruction are of the spore-

bearing varieties, but these are present in small numbers only, and are unable to develop at low temperatures.

Milk may be pasteurized in the home, and for such purpose a simple pasteurizer consists of a tin pail having a perforated cover, and containing a wire basket into which may be put a number of open bottles containing the milk. The water in the pail is heated to boiling, the wire crate is then lowered until the bottles nearly touch the water. The milk is then steamed in the open bottles for ten minutes; the bottles are then covered and the steaming is continued for fifteen minutes longer. The milk must then be immediately cooled and kept on ice until used. In case boiled or pasteurized milk is used for the feeding of babies, it is advisable to also give other food, such as orange or lemon juice, as otherwise rickets (a disease of the bones) or scurvy may develop.

HOW THE GOOD HOUSEWIFE TAKES CARE OF MILK *

A RATTLE of wheels in the alley, hurried feet on the steps, a clink of bottles at the back door—the milk man has arrived.

It is now up to the housewife to protect her family against the contamination of the milk supply that, presumably, has reached her back porch in a sterile and healthful condition.

If she is a good housewife, she does not leave the bottles to bask in the morning sun, or—if it is winter—to freeze in the cold blasts. For she knows that milk left outdoors in summer will warm quickly, sour early, and if filth bacteria are present soon become unfit for food. She also remembers that in winter, while milk keeps cold out of doors, it is apt to freeze, expand and force out the cap so that the top portion is exposed to the dust of the streets and to animals.

§2. PUTS BOTTLES DIRECTLY AGAINST ICE

ACCORDINGLY, the good housewife takes the milk into the house without delay and puts it at once in the icebox, provided she has an icebox; otherwise she keeps it as cool as possible by placing it in the cellar or wrapping the bottle or other container in a damp cloth and setting it in a shaded place where air currents will strike it.

The colder the milk is kept, the longer it remains sweet, so if it is possible milk bottles should be placed directly against the ice. If this is not feasible, the bottles should be put in the compartment directly below the ice chamber, for the air circulating through a refrigerator is coldest immediately after it passes over the ice.

If the milk is not delivered in a bottle, as it should be, it should be placed in a jar or some other covered receptacle. Never should it be put into a pitcher and allowed to stand uncovered, exposed to flies.

Milk readily absorbs tastes and odors, so that it should not be placed in the same compartment of an icebox with onions, strawberries, or foods with a decided taste. To prevent the absorption of odors as much as possible, the cap should be kept on the bottle. If the cap is not clean, it should be removed and a tumbler or cup inverted over the mouth of the bottle.

It is most important that the refrigerator be kept clean and sweet smelling. The drain pipe must be cleaned out regularly and the slime removed. This can be thoroughly done only by the use of brushes, such as can be easily procured.

When the milk is to be used, the first step for the housewife is to wipe off the top and neck of the bottle with a clean cloth. During transportation the milk-bottle is exposed to dust, dirt, and flies, and handling by the driver, who cannot well keep his hands entirely clean.

§3. DOES NOT REMOVE CAP WITH THUMB

IN REMOVING the cap, she must use a sharp instrument or a fork so that the cap is not forced down into the bottle. An extremely bad practice is that of pushing the cap down into the bottle with the thumb.

After emptying the milk, the bottle should be carefully washed and rinsed. Of course, the dairyman or milk distributing plant has mechanical means of cleansing the bottles, but unless they are washed in the home they soon become ill smelling and filmy. To make the bottles look clear, after washing and rinsing in hot water, they can be placed under the cold water tap to remove the cloudiness from the glass. If turned upside down to drain, they should not be allowed to stay long in this position for they need air to keep them sweet smelling.

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Thoughtless housekeepers and untrained maids have been known to put milk bottles to all sorts of uses, such as vinegar, gasoline, or kerosene containers. This is most unfair, for when the bottle is put back into circulation, it is apt to retain these odors. No one likes to think of using milk out of a bottle which has been used for such purposes.

Milk that has been in the sickroom should not be used by well members of the family, for it becomes very easily infected. Therefore it is considered a good carrier of contagious diseases.

WHAT HAPPENS WHEN MILK IS NOT KEPT COOL *

How important a matter it is to keep milk cool has recently been brought out in an investigation made by the city health department of Topeka, Kansas.

The health officers took three bottles of milk from the same milking, the bottles first having been sterilized in an autoclave. Approximately sixteen hours had elapsed from the time of milking until delivery, when bacterial analysis was begun. The results were as follows:

Bottle No. 1 contained milk that was cooled immediately to 50 degrees. The bacterial count was 50,000.

Bottle No. 2 was not cooled for four hours after it was bottled. At the end of this time, the milk was cooled to 50 degrees and kept cold. In those four hours, the bacteria grew so rapidly that the count was 150,000.

Bottle No. 3 was bottled and allowed to stand in the room without any attempt being made to cool it. The bacterial count was then 5,000,000.

A second investigation will prove equally interesting to housewives. It was made on milk that was taken from the icebox after delivery in the home and left to stand in a warm room.

Bottle No. 4 was delivered, the top washed and dried, put in the ice box with a tumbler over the top. After 24 hours it was taken out, and a count showed the presence of 30,000 bacteria.

Bottle No. 5 was placed in the icebox on delivery, taken out later and left to stand on the kitchen table for four hours. The bacterial count was 260,000.

Bottle No. 6 was allowed to stand in the room for eight hours; the count was 1,000,000.

Not infrequently bottles of milk may be seen standing on the porch hours after delivery. Housewives, too, are often careless about taking the milk out of the refrigerator and neglecting to put it back promptly. The Topeka investigation shows results which no discriminating housekeeper can afford to ignore.

EGGS

Eggs are especially useful food for young children. The chief point to remember in preparing them for children is that they must not be overcooked or they are likely to cause indigestion, as experience has shown. Everyone knows how the heat of cooking hardens the egg, and it is easy to understand why the digestive juices might have difficulty in penetrating such hard substance as the white of a hard-boiled egg. Overcooked yolks are also thought to be hard to digest. However, when eggs are cooked in the shell, the heat reaches the white before it does the yolk, and so there is more danger of the white being overcooked than of the yolk. The best ways of serving eggs for children are poached, soft-boiled, or coddled, though they may be scrambled for a change, if one is careful not to scorch the fat used or to overcook the egg.

CEREAL FOODS

By Caroline L. Hunt and Helen W. A. Atwater

The term "cereal foods" may mean: (1) The kernels of corn, oats, rice, rye, wheat, etc.; (2) the flours, meals, breakfast foods, starches, etc., manufactured from them; or (3) bread, crackers, cakes, pastry, etc., in which they form an important part. It will be easier to understand their use in the diet if these three general forms are borne in mind.

§2. KINDS OF CEREALS

The most common cereals are wheat, rye, corn, oats, and rice. They differ somewhat in appearance, taste, and food value, but all have many features in common.

Besides the more common cereals named in the last paragraph, there are a few others which may

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be briefly mentioned. Barley is one used chiefly in gruels or in soup. Buckwheat is not a cereal in the botanical sense of the word, but its seeds resemble the true cereals in general character and food value, so that it is usually classed with them. In this country it is chiefly used for making griddle cakes. The so-called grain sorghums (kafir, milo, feterita, etc.) are cereals, the use of which is increasing in this country, especially in the semiarid sections of the Southwest. So far these sorghums have been used mainly as stock feed in the United States, but they are also coming more and more to be used as human food, as has long been common in other parts of the world.

The most abundant food material in cereals is starch, which serves the body as fuel. This makes up nearly three-quarters of most grains. The next most abundant material is protein, which supplies nitrogen for tissue building. This makes up about one-eighth of the grain. There is also a little fat, particularly in corn and oats; it is found chiefly in the germ. Another important material is the "roughage," or cellulose, which is most abundant in the skin of the grain and which gives bulk to the diet. The kernels also contain actually small, but relatively high, proportions of mineral matters needed for body building and other purposes, and other substances very important for regulating body processes.

The protein is not alike in all kinds of cereals. Part of that in wheat is a tough, elastic sort, called gluten. It is because of this gluten, which can be expanded into air bubbles, that light, porous bread can be made from wheat. Rye is most like wheat in the character of its gluten, though light, porous bread can not be made from it alone. Barley, buckwheat, corn, oats, and rice are so lacking in gluten that they can not be raised by yeast.

§3. PREPARED CEREALS

By PREPARED cereals are meant such manufactured goods as flours and meals, cracked wheat, steamed and rolled oats, puffed or flaked grains of all kinds, macaroni and other pastes, cornstarch, etc. They may or may not contain all of the original grain, and for this reason they differ more widely than the grains themselves in appearance, composition, and flavor. The cooking which some of them undergo during manufacture also causes changes. Of course, unless something is added to them, they contain no food material not present in the grains from which they are made.

Prepared cereals differ so much in form that their appearance gives little idea of the amount of nourishment they yield. For instance, the amount of flour which will fill a cup weighs 4 ounces; that of rice, 8 or 9 ounces; and that of flaked breakfast cereal, hardly half an ounce; and it is this weight rather than bulk or volume which indicates food value. Such differences in weight and volume must be remembered by those who wish to buy their food as cheaply as possible. The cheapest ones are usually those which are sold in bulk.

One of the important differences between these preparations depends on whether or not any of the outer coating of the kernel has been left in. This coating consists mainly of bulky cellulose, but it also contains a large part of the important tissue-forming mineral compounds and body-regulating substances found in the grain. When the bran is left in, the preparation is more bulky and contains more of some food elements. On the other hand, it does not always keep as well and (in the case of flour) does not make as light bread, and is not so thoroughly digested. Evidently, then, the choice of cereal foods should depend on the purpose they are to serve. If bread or breakfast cereals are used as the chief part of a meal or of a diet which does not include much of vegetables, fruits, milk and eggs, and which, therefore, may be lacking in bulk and mineral salts, it is well to choose the bran-containing preparations. This should be especially remembered in considering the diet of children, for they need more body-building mineral compounds and body-regulating substances than do the adults. If, on the other hand, the diet in general is varied, and if flour is to be used for cakes, pastry, and general cooking, white flour is more useful than coarser whole-wheat or graham flour.

§4. DISHES MADE OF CEREALS

THESE include porridge and cereal mush, breads, cakes, puddings, pies, etc. There are even greater differences among this group of cereal foods as they appear on the table than among those from which they are prepared, because they are made in so many different ways and combined with so many different things. The cooking has made them pleasanter to eat. It is commonly believed that they are more readily digested cooked than raw.

VEGETABLES

By Mrs. Max West

Vegetables are an important but often a neglected part of a child's diet. It is well to serve them at least once a day, as they help to keep the bowels in good condition. They may be used as flavoring for soups and stews, may be added to milk or meat stews, or served with meat gravy. If gravy is used, it should not be too fat nor made with scorched fat.

Young children may be given the young and tender parts of celery and lettuce, a satisfactory way of serving being in the form of sandwiches. For this purpose they should be slightly salted and the celery should be chopped or cut into small pieces.

All vegetables, whether served raw or cooked, require very careful cleaning. Large vegetables, like potatoes and carrots, should be scrubbed with a brush. Greens should be washed leaf by leaf under running water, or in a large amount of water. In the latter, any sand which clings to them is likely to sink. To prevent it from again getting on the vegetables, lift them from the water instead of pouring the water off.

Steaming, boiling, baking, and stewing are good ways to prepare vegetables for children. If the supply of fresh vegetables is not generous, the juice in which they are cooked should be used with them as far as possible, or put into soups or stews. In general, vegetables should be cooked in as small amounts of water as possible.

Experience has shown that vegetables, particularly green vegetables, such as peas, spinach, and cabbage, taste best when cooked until tender, but not until they have lost their form and flavor.

Vegetables should be served either quite simply or with a little milk, cream, or butter, to improve or vary the flavor. Oil may be served on greens instead of butter. These simple methods are better than complicated ones like frying or scalloping. For the smallest children such vegetables as greens should be finely chopped, and if the tougher portions of other vegetables, the skins of green peas, for example, are found to disagree with a child, these portions can be removed by putting the cooked vegetables through a sieve. No such vegetables as raw radishes or cucumbers, which might easily be swallowed in large pieces, should be given to small children.

Dentists urge the thorough mastication of food. To most persons this refers to meats and other substantial foods. The direction applies with equal force to vegetables. Children frequently take mashed potato into the mouth, turn it around a few times and then swallow it, leaving to the stomach the duty of converting the starch into sugar, a process that is greatly aided by the action of the saliva. In the same way they are apt to bolt, without any admixture of the saliva, vegetable foods, especially those that are soft and mushy. In such cases, take into the mouth at the same time a piece of bread or other substantial food and chew all together to ensure mixing with saliva, thus lightening the burden on the stomach and intestines. Vegetables have certain chemical properties which are best liberated by mastication.

FRESH FRUITS IN THE DIET *

By Lulu Graves

The housewife has not until recent years recognized the value of fruit in the diet and she does not yet always estimate it at its true worth. This is probably because of its comparative low nutritive value.

Citrus fruits have been given a prominent place in family dietaries for some time, and other fruits are now gradually assuming their rightful place.

Fortunately, fruit of some kind is now to be had in the market at all seasons and in all sections of the country. If fresh fruit is not obtainable there are good grades of canned or dried fruits, beside jams, jellies, and marmalades.

Methods of storing and transporting fruits have been so perfected that almost all of them are available in the fresh state in city markets during the entire year; apples, bananas, citrus fruits, and usually a few others are always available in rural markets. It is not necessary and not always desirable to use fruit out of season, even if one disregards the price; frequently the flavor of these fruits is not well developed and they are not as palatable as the fruits that are in season. The carbohydrate may not have been as completely changed as it should be in a well-ripened product.

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§2. WHY FRUIT IS VALUABLE PART OF DIET

THE value of fruit in the diet is by no means confined to the nutrients present. The part it plays as an aid to digestion is important and its esthetic value is not to be ignored.

The chief nutrients in fruits are carbohydrates. Although a small proportion of protein and fat is found in some fruits, these substances are with few exceptions not in sufficient quantities to consider in the average normal diet. One notable exception is the avocado, or alligator pear, which may have 10 to 20 per cent of fat. The carbohydrate in fruits is principally in the form of sugar with lesser amounts of cellulose and pectin bodies. This varies in different fruits and in accordance with the degree of ripeness, the lowest percentage of sugar being found in fresh fruits and the highest in preserved and dried fruits.

Cellulose in the fiber, skins, and seeds of fruit also varies in different fruits and decreases somewhat as the fruit ripens; the amount of cellulose is also decreased by cultivation. It has practically no nutritive value, but it furnishes bulk in the diet. Pectin bodies likewise have practically no food value and these diminish to an even greater extent during the ripening process, as every housewife has learned in her experience with jelly making.

Approximately 80 to 90 per cent of fruit is water. For this reason it is classed as a food having low nutritive value. This is not a total loss from the standpoint of food value, since we are known as a people that drinks too little water. For large numbers of persons the fruit they eat helps make up the deficit. Water is necessary to the body and, as it is constantly being eliminated by the skin, lungs, and kidneys, it must be replaced.

§3. MAY SERVE FRUIT AT EVERY MEAL

AS AN aid to digestion, fruit provides organic acids, which may help in the secretion of the digestive juices; essential food factors or vitamines; laxative sugars; bulk, which stimulates peristalsis (activity of the intestines); and water, which aids in carrying the food material produced by digestion to the cell and in the removal of waste products.

The esthetic value of fruit is in its attractive appearance and its pleasing aroma and flavor. The latter are due partially to minute quantities of ethereal bodies having no nutritive value, but giving to the several fruits a distinctive flavor and odor that are stimulating to the appetite and an aid to digestion. Nearly all fruits combine well with some other food materials: with cereals for breakfast; with cream, custards, frozen mixtures, or in combination for dessert; with nuts, celery, lettuce, or other salad ingredients for either luncheon or dinner; not to mention sandwiches or sweets and the numerous jellies, jams, and marmalades. This makes it possible to have fruit in some form an established part of the dietary.

Because fresh fruit is appetizing and refreshing, it is sometimes eaten injudiciously—underripe, overripe, or in too large quantities. Unripe fruit often causes intestinal irritation, probably owing either to the large percentage of cellulose that is not well masticated or to the excess of acid. These difficulties may be overcome by cooking green fruit. Overripe fruit has a tendency to ferment in the intestine; it may often be injurious because it is partially decayed.

Fruits should be thoroughly washed before using, even if bought in packages. Unfortunately this precaution is often neglected. Whether fruit is packed under the trees in an orchard, or in a clean sanitary packing-house, it cannot possibly be free from dust and other possible contamination. It has probably been handled by many persons or has been left standing in a railroad yard or on wharves. Then, too, after it has reached the retail market, fruit in boxes or in crates is exposed to the usual handling and garments of many kinds brush over it. Dried fruits require very thorough washing, especially those with sugar coating, or those which are soft and sticky, such as raisins, dates, and figs.

Early summer fruits like berries, which mash easily, may be washed by putting them in a colander or coarse sieve and dipping them in a pan full of water, or holding them under a faucet and letting water flow over them with little force. This washing process should be finished quickly and the berries not allowed to stand in water.

§4. WAYS OF USING BERRIES

THEY should be washed before hulling or stemming them, so as to retain as much juice as possible. The juice is the most valuable part of the berries; it is a solution of sugars, pectin, mineral salts, acids, and flavoring ethers.

The cultivated berry is generally an improvement over the wild, although sometimes in cultivation flavor is sacrificed to size. Well ripened, juicy berries are sufficient unto themselves as a wholesome, refreshing dish to serve. Their food value is increased by the addition of cream, but such addition is usually unnecessary and it prevents one from getting the natural fruit flavors.

If the supply of berries is limited, or if time for preparation is at a premium, they may be combined with other food materials, in a palatable way; crushed and mixed with beaten egg white to make a snow, or baked in a soufflé or with whipped cream in a mousse or parfait. With gelatin, numerous berry dishes may be prepared. Combined with less perishable fruits, such as apples, pineapples, or bananas, more nutritive value is given and labor is lessened.

Because the season for berries is so short and the crop is apt to be abundant, many ways of preserving them have been devised. Jams, jellies, marmalades are too familiar to need discussion, but a choice secret in preserving is the combination of flavors.

Some of the fruits that blend well in marmalades and preserves are red currants and red raspberries, white currants and gooseberries, black currants and apples, rhubarb and currants, rhubarb, oranges and nuts, pineapple and strawberries, gooseberries and raisins and either oranges or nuts, black raspberries and rhubarb, canteloupe preserves flavored with rose extract or petals.

Blackberry juice with sugar and spices has dietetic value as well as being a delicious beverage. It is used in cases of dysentery and so-called summer complaint.

The blueberry or huckleberry is of a family variously and contradictorily named in the market. It is hardy enough to stand transportation and storage better than the berries previously mentioned, but it is used chiefly as sauce or for pies. This berry has not been cultivated to the extent that the others have. Not being so popular, the wild fruit meets the demand, but it is quite worthy of more attention, both in the cultivation and on the menu.

§5. CHERRIES ARE GREAT HELP IN MENU

Among other fruits on the market in the early summer are cherries and canteloupes. Sour red cherries, when cooked, afford a pleasing variety either for dessert or for a breakfast fruit, as other fruits in season at that time are generally of the sweet variety. The juice of these cooked cherries may be used to flavor jellies, custards or ices and other frozen desserts. Drinks made of fruit juice may well be substituted in some instances for the invariable orange or lemon drinks; cherry juice is delicious used in this way.

The maraschino cherry is an ever present help in the menu solely because of the attractiveness it adds to the service. It is prepared by bleaching the fruit in a solution of salt and sulphuric acid. This is usually done in France. After reaching this country it is washed, saturated with sugar or glucose solution, colored, and flavored with oil of bitter almonds or occasionally other flavors. The cherries are then bottled and sterilized. "Maraschino juice" may be used for flavoring desserts or fruit drinks.

The ever popular melon, like other early fruits, has a high percentage of water and little nutritive value. Canteloupes have about 90 per cent of water and 8 per cent of carbohydrate, and watermelon has as high as 92 per cent of water and only 6 or 7 per cent of carbohydrate.

Casabas, canteloupes, and similar forms of melons are deservedly popular. They are appetizing and refreshing, and their water content is an advantage in the diet for most of us. In summer we do not need a menu so high in caloric value as is required in colder weather, so these fruits give us an acceptable variation during the short time they are in season.

§6. APPLES OF GREAT DIETETIC VALUE

No other fruits can be used in as great a variety of ways as apples. They are pleasing either raw or cooked; they may be stewed, baked, or fried to equally good effect from the standpoint of palatability. Apples combine well with other fruits and with many other food materials, because of their bland flavor. They are equally good for making jelly and jam, whether used alone or in combination with other fruits.

In order to get the best results different varieties of apples should be used for different purposes. Good dessert (eating) apples are not necessarily good for cooking. Fruit in its prime or a little overripe is apparently best for sauce.

The flavor depends on the right blending of the organic acids and the fruit ethers with the sugars and pectin. The chief nutrient is sugar and the principal acids are malic and tartaric. The same thing is true of practically all fruits.

The acids most commonly present are malic, citric, and tartaric, though several others may be present. Citric and tartaric acids are used commercially for many purposes. Citric is found most abundantly in lemons, oranges, grapefruit, limes, and unripe gooseberries; tartaric is the characteristic acid of grapes and is used commercially as the basis of "cream of tartar"; malic acid is found in apples, pears, pineapples, cherries, currants, grapes, and berries. The flavor does not always indicate the amount of acid present as in some fruits the sugar present masks the acid flavor.

Apples are regarded as of great dietetic value. They have all the qualities attributed to fruits and a few individual ones in addition. They have laxative properties and contain small amounts of each of the three vitamines A, B, C.

Baked apples may be served in such a variety of ways that they may be used daily on the menu, especially for children, and not become monotonous. Their attractiveness may be increased by a spoonful of jelly dropped into the cavity made by removing the core, or a few dates, raisins, or nuts may be stuffed in this cavity before baking. A marshmallow dropped into the apple just before it is removed from the oven will puff up and brown beautifully, but these are not desirable unless served soon after baking as the marshmallow becomes tough when cold; so they are better for some meal other than breakfast. Cream and sugar add to the nutritive value, though in reality they are not needed for the average person. Oatmeal or cornflakes served with baked apple make a delicious combination.

For luncheon and dinner the ways for serving apples are numerous. Almost every one is fond of apple-sauce either plain or in any of its fancy dresses. Apple snow, made of egg white beaten until light and folded into the sauce, may be served with cream, plain or whipped, with a soft custard, with jelly, or with a fruit juice. Porcupine apples are made by coring and paring the apple, dropping it into a syrup to cook until clear, removing it from the syrup, sticking several blanched almonds into it, and then boiling syrup until it will jelly when poured into a dessert dish with the apple. This is pleasing to look at, as well as to eat; color may be added, if desired, by dropping a little fruit juice, a small piece of red stick candy, or a wintergreen lozenge into the syrup while cooking, or by serving a cube of jelly on top of the apple. Here, too, whipped cream may be used if one wishes.

Salads offer an opportunity to use apples in many ways. The well-known cold slaw may be trimmed up by adding tart apple cut in small pieces. One may core and slice the apples crosswise; if they are a pretty color they need not be pared; then dip them in lemon juice to prevent discoloring; serve on lettuce with a ball of cream cheese in the center, or with the cheese put through a ricer and piled lightly on the slice of apple; garnish with mayonnaise or cooked dressing. This makes an acceptable change from pineapple and cheese, which is frequently served in this way.

Red apples add much to the appearance of a salad if used without paring. The cook simply scoops out the center, mixes it with raisins, dates, nuts, celery or any combination of these or with any fruit one cares to use in the combination, and fills the apple shell with the mixture to make a most attractive salad. Or the scooped apple may be used for sauce and the shell filled with chicken salad mixture or any other mixture which blends with the apple. Even the everyday Waldorf salad is prettier if made of red apples with the skins left on.

Jelly, pickles, preserves and butter all may be made of apples alone, or delicious butters may be made of apple and plum, apple and peach, apple and tomato. The tomato gives a pretty color as well as fine flavor in this combination. Preserves of pear and apple or of apples flavored with preserved ginger are easy to make, not expensive, and very good.

§7. PEARS, PEACHES, AND APRICOTS

Pears and apples belong to the same botanical family and do not differ greatly in chemical composition. Pears have hard insoluble granules which make them more difficult for some persons to digest. On the other hand, the flesh is soft and skin not so tough, so that in some instances they are less difficult to digest.

Pears are not adapted to so many uses as apples, and are not to be obtained in all parts of the country in all seasons of the year, but during the time they are in season, they may well be given a prominent place on the menu. Stewed or baked, they make a good breakfast fruit or a dessert for the other meals. A firm ripe pear baked with brown sugar and a bit of preserved ginger has a delicious flavor.

The season for apricots and peaches is short and they are perishable when fully ripe, but they are of such luscious flavor and texture as to be in great favor. They are among the most valuable of orchard fruits for canning and drying. Peaches are popular for preserving and pickling.

Because they are usually well liked they need very little in the way of preparation or combination, although peaches, in particular, blend well with many other fruits in salads and desserts, either canned or fresh.

As peaches ripen, the reducing sugars decrease in quantity and sucrose increases in quantity; the amount of acid also decreases. They have only about half as much sugar as apples, pears, and apricots. For this reason they have been used more freely in diabetic diets. Though the flavor of canned peaches and apricots is decidedly different from that of the fresh fruit, it is in nowise any less desirable and has the advantage of being available throughout the year.

Salads, puddings, and ice creams may be made of the fruit and the juice utilized in gelatine, fruit drinks, or ices.

Apples, apricots, and peaches all may well be used with tapioca cream and custard, thereby adding zest to these desserts when it is necessary to use them in the winter or if it is necessary to make some appeal to the appetite of children who need them. Pineapple, too, is particularly good in tapioca. Apricot and peach seeds are used in making almond paste and almond oil.

§8. ALLIGATOR PEARS

Alligator pears are gradually coming into more common use, and they are a fruit that should be better known. They are available throughout the year. In the spring and summer months they come from Cuba and Florida, in the fall from Jamaica and in the winter from South America.

The skin is tough and leathery and may vary in color from a yellowish green in summer to bright green and different shades of brown and purple. The alligator pear is best for eating when the flesh will yield gently to slight pressure from the fingers. At this stage, the skin comes off easily and the flesh is of a bright greenish yellow color. In the countries where they are grown they are used in many ways, but in this country they are used chiefly for salads. They have a high percentage of fat, ranging from 10 to 20 per cent, and for this reason may well take a prominent place in the diet of persons suffering from tuberculosis, diabetes, or underweight.

Because they are so rich and have a bland flavor, it is well to mix them with other fruits. They combine well with the crisp green things used for salads, such as lettuce, endive, chicory, or with foods with a pronounced flavor, such as grapefruit, cucumber, or tomato.

The following are some of the ways in which alligator pears may be served:

In soup: Sliced or mashed and added to a vegetable soup.

In cocktail:

(1) Diced, served with tomato catsup and lemon juice.

(2) Equal parts of diced pear, grapefruit, and kumquats.

In salad:

(1) Chill thoroughly, serve on bed of lettuce or other salad green with highly seasoned French dressing. If a half is not wished, it may be diced or cut in long thin pieces. Cubes of grapefruit or cucumber may be mixed with the pear.

(2) Sliced pear, sliced cucumber, and tomato arranged on lettuce, a few strips of pepper laid on top. French dressing added.

In aspic:

Equal parts of water and mashed pear, seasoned with lemon juice, salt and cayenne pepper and molded with gelatin. Serve with mayonnaise.

In dessert:

Cubed and served with sugar and cream.

§9. PINEAPPLE IS A FAVORITE FRUIT

In a list of fruits most valuable in the family dietary, the pineapple would follow very closely the apple and citric fruits. Fortunately, its aroma and flavor make it a favorite, and one does not feel that it must be eaten merely because it is good for one.

Here again the fresh fruit differs from the canned in taste and appearance with no detriment to either, though the fresh fruit contains an enzyme (a chemical ferment) which acts upon the protein of the pineapple and aids in its digestion. This is evidently destroyed in the process of canning. Pineapple must be cooked or canned if it is to be used with gelatin. Pineapple may be had in cans in shredded or crushed form, which is helpful in making sherbets, puddings, or sauces when time must be saved.

In Central America and in the islands where pineapples are grown, the natives eat them from their hands much as we do apples. They are much more juicy than the ones we get and an unskilled visitor does not do this gracefully. In these countries pineapple juice may be bought by the glass as orange juice is here. Very delicious and refreshing drinks are made from it. It blends exceedingly well with other fruit juices in making punch, ices, or fruit drinks.

DRIED FRUITS AND VEGETABLES IN THE DIET *

By Lulu Graves

Practically everything that may be said for the use of fresh fruits in the diet is equally true of dried fruits, with the exception of the reference to water. Dried fruits have some things in their favor in that they are found in the market in all seasons of the year and in all sections of the country; they are less difficult to keep and require less room for storage. Drying reduces fresh

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fruits and vegetables to one-fifth or one-tenth of their original weight and to one-third or one-half of their original bulk. In regions where cans are hard to procure, drying solves the problem of storage.

E. L. Kirkpatrick, writing in the Cornell University Bulletin, says: "The terms, dried, evaporated, dehydrated and desiccated, have been applied to dried fruits and vegetables and are more or less confusing to the general public. Some authorities, while acknowledging slight differences between certain pairs of the four words, class them all as practically synonymous; others distinguish between dried and evaporated on the one hand, and dehydrated and desiccated on the other. According to these authorities, dried or evaporated refers to fruits or vegetables from which the moisture has been removed with little or no regard to the degree of heat used, while dehydrated or desiccated refers to products from which the moisture has been expelled under a relatively low, uniformly controlled temperature, preferably from 100 degrees to 160 degrees F. Caramelization, which may result from excessively high temperatures during the process of evaporation, is prevented by the low even temperature used in dehydration. From a trade standpoint, dried vegetables have been classed as those preserved in the rays of the sun or over the kitchen range for home use, evaporated as those dried in the common type of kiln plant, and dehydrated or desiccated as those handled in a steam-heated cabinet drier."

Since there is so little distinction in the results obtained by these methods, we shall use only the term dried fruits in this discussion. The chief change which takes place during drying is the loss of water, though other changes occur, their nature varying according to the kind of fruit and the method of drying. In general, the starch is changed to sugar and the sugars changed to more soluble form; this affects the flavor, as the proportion of sugar is increased both by the loss of water and the chemical change. In some instances the cellulose is softened. The flavors may be further affected by chemical change in some of the volatile bodies.

The practice of drying fruits and vegetables has been a common one in this country from colonial times until the present, though the colonists' methods were crude. They dried apples, pumpkin, corn, meat, and such other foods as were possible and practical. Strings of these were seen hanging from the rafters in every home. To-day there is comparatively little of this work done in the home, but drying fruits and vegetables has become an industry of no small proportions. Improved machinery methods give us a much more desirable product, cleaner, more sanitary, more uniform, and of better appearance.

Formerly there were far more apples dried than any other food material. Now methods of storing and shipping are so improved that the fresh apples are easily obtainable throughout the year and that form of the industry is greatly reduced, but the demand for prunes, raisins, currants, figs, and dates has increased to such an extent that a number of large plants are employed in the United States alone to supply one or more of these fruits, and the demand continues to increase.

Unfortunately, there was a time when prunes were somewhat in disrepute as a food; just why, is hard to say, but this is no longer true. One of the large, high-class grocers in New York City, who has several retail stores in that city, says that he sells ten 25-pound boxes of prunes daily from one store. This is one of the many indications of the popularity of this fruit.

Properly cooked prunes are nutritious and delicious. To be properly cooked, they should be washed thoroughly, covered with warm or hot water and allowed to stand until tender. If kept on the range or elsewhere to keep the water hot, less time is required. After soaking they should be cooked for a short time only, below the boiling point. Either prolonged soaking or rapid boiling will cause the prunes to become mushy and make them unattractive in appearance. No sugar need be added to California prunes of good quality, but Oregon prunes are more tart and one may prefer them sweetened a little. Some prefer the prunes uncooked after the soaking; it is not really necessary to cook them if they are tender. They may be served plain as a breakfast fruit or in combination with cereal. Cornflakes, shredded wheat, cream of wheat, cream of barley or farina are well adapted to serving with prunes, dates, or raisins.

§2. USING PRUNES IN VARIOUS WAYS

Other combinations are prunes and apricots cooked together; baked apples stuffed with prunes (after coring apples, fill center with pitted prunes and bake). Numerous combinations are possible in the form of salad, dessert, and confections. Prunes stuffed with cream cheese, with or without chopped nuts; or stuffed with nuts and raisins, or with fondant, are all well known, as is, also, prune loaf made of prunes, raisins and nuts, flavored with lemon juice and molded with gelatin. Recipes for Norwegian pudding and prune soufflé

may be found in most recipe books. Prune whip may be made of strained pulp, into which whipped cream has been folded; flavoring and nuts added if desired. This makes a delicious dessert, which has a high nutritive value.

When one's market is limited, a variety in desserts is prune pie or prune almond cake; and what can be better than prune ice cream? Fruit patties made of prunes, dates, figs, raisins, and nuts, any or all of these, is a wholesome and popular confection for both children and grownups. These are fine for the lunch basket and between meal lunches. Though they are in no sense a medicine, they serve well in cases of constipation, because of laxative sugars and bulk, and in tuberculosis because of concentrated food value. A marmalade of prunes, raisins, and oranges is another agreeable variation for luncheon. Tapioca, rice, and bread puddings always have more appeal if currants, prunes, raisins, or dates are added. Prune stuffing for goose and occasionally other poultry is a treat. Who could scorn a fruit which is well adapted to so many uses?

§3. USING RAISINS, CURRANTS, AND DATES

Raisins, currants, and dates may be used in nearly every way that has been mentioned for prunes and in some additional ways. Muffins and breads containing these fruits may serve for the sweet in the menu as well as for the bread. Raisin or currant sauce for meats, especially ham and baked calf's-heart is a savory addition to the service. If one makes one's own confections, these fruits are indispensable.

The food value of prunes, raisins, dates, currants, and figs is similar, the chief difference being, that raisins, currants, and dates have a small percentage of fat, while prunes and figs have not. Here again the proportion is so slight that it is negligible except for one who requires a carefully calculated diet. The iron content of raisins has been over-emphasized in some ways; they contain iron, it is true, though in no higher percentage than the others in this group, in fact rather less. There is enough to be said in their favor as a food, however, to make it unnecessary to unduly stress any point. Figs have not been used to so great an extent and are not capable of as many combinations because they contain so many seeds. The skin and seeds of canned and preserved figs are not so tough, therefore these are gaining in popularity. A very delicious seedless Texas fig is obtainable on the market. Figs of good quality are worthy of a more prominent place in our dietary and these seedless figs should find a good market.

Peaches, apricots, and to some extent berries and other small fruits are available in dried form. These serve well in regions where fresh fruit is difficult to obtain; it is far better to use these than to limit fruit on the menu.

§4. DRIED VEGETABLES

The drying of vegetables has also become a recognized industry, though it has not reached the same proportions as the drying of fruit. Up to the present this has, perhaps, been done more successfully as a commercial enterprise than as a domestic one, though this does not mean that successful drying of vegetables in the home is not possible or feasible. There are many driers and other devices on the market which simplify this work and insure good results, but the tendency in domestic preservation of food has been to can rather than to dry. Practically every vegetable may be dried with good results, even the tomato, and with proper preparation and cooking they retain their original color and original flavor to a remarkable degree.

The same thing may be said for the majority of dried vegetables that was said in regard to fruits in a preceding paragraph; that is, when fresh vegetables are not available, these are a desirable substitute and should be used rather than omit vegetables from the dietary. As with the fruits, however, there are a few which are in a class by themselves and this discussion will be confined to these few.

Legumes are dried naturally and need only to have the pods removed before being stored. Beans, peas, peanuts, and in some countries lentils, are easily obtained and kept; they are a cheap source of protein. The chief protein is legumin, which has sometimes been called vegetable casein, because it resembles the protein of milk. It should not be substituted exclusively for milk, though a partial substitution is permissible, except with children. Legumin combines chemically with lime salts and forms a compound not soluble in water, hence it is difficult to cook these vegetables in water containing a high percentage of lime. Using a little baking soda in the water will help to overcome this difficulty and helps the legumes to be more readily digested. Legumes are high in nutritive value, though, with the exception of soy beans, they contain comparatively little fat. This deficiency is usually made up in the process of cooking by adding fat meat or other forms of fat.

Soy beans and peanuts have less carbohydrate but more fat than common beans or peas. Muffins

or bread made of soy bean flour may be used for diabetics. The flavor is so strong that they are not well liked; this may be modified by using equal parts of soy bean flour and washed bran, but of course this affects the nutritive value. A synthetic milk has been made of soy beans, but it has not been widely used.

Beans and peas are adapted for use in many ways besides the commonly known method of baking, though in the minds of many, properly baked beans is a dish needing no improvement or variation. If one wishes a change, they may be baked in a loaf and served with tomato sauce; or they may be puréed and the pulp used in combination with leftover meats, chopped or mixed with peanuts to make a loaf. Lima beans, especially, are very good baked with green peppers and pimentos to add zest to their neutral flavor. Soups of many kinds are made of either the whole or puréed beans or peas.

Peanuts are not generally given the place they deserve in the diet; they are wholesome and generally well liked, but should not be eaten in large quantities or in addition to a full meal. They may give pleasure in many ways not associated with the circus. A very acceptable loaf may be made of the nuts, or they may be added to a meat loaf with good effect. Most fruit and vegetable salads are improved by the addition of a few peanuts, either whole or chopped, and they may be used with or without raisins in muffins and breads, particularly brown breads. They make delicious sandwiches, either chopped and mixed with salad dressing, or mixed with raisins or dates. Peanut butter also makes a wholesome, delicious filling for sandwiches.

Another vegetable which belongs in the different class is dried corn; it is a product confined to certain sections of the country, notably the corn belt. It furnishes a welcome variety in the winter menu. The flavor is distinctly different from canned corn and is usually better liked. There is little demand for a variety of ways of serving it as it is usually sufficient unto itself.

SWEETS

Sugar is one of the elements which supply the body with energy and enable it to maintain its temperature. It is a desirable part of the diet and the only objection which can be raised to its use in reasonable amounts in a mixed diet is that it is sometimes allowed to take the place of other important foods and so spoils the child's appetite for those things. Under these conditions it is harmful because its improper use has led to bad habits. Sweets should not be given between meals or during the first course of a meal, and at all times only simple sweets should be given children.

Simple sweets are such things as lump sugar, maple sugar, sirups, honey, and plain candy, and those foods in which sugar is combined in simple forms with fruit juices (in lemonade, water ice, jelly, etc.) with flour or starch, as in plain cakes (cup cakes, sponge cakes, cookies) and with fruit as in jams, marmalades, and similar things. Sweets which contain much fat like rich cakes and pastry, and foods which are made rich with nuts or dried or candied fruits or those which are highly spiced or flavored, cannot be classed as simple sweets.

The demand for sugar and sweets on the part of the child is due to a real need of the body and should be met wisely and judiciously. To deny all sweets is to make as great a mistake as to encourage the excessive use of them, and a child who has this natural craving satisfied by having it met in regular ways is not likely to be made unhappy by the refusal to gratify it in irregular and unusual ways.

§2. HONEY IS WHOLESOME AND NUTRITIOUS

Honey used to be on practically every table. It is now not so often seen, yet it is one of the most wholesome and nutritious of all of the sweets that can be given, and in the end is not expensive, as its use so fully meets the demand that one does not care for other sweets with it—eaten simply with bread and butter it is delicious. Excellent ice cream may be made by using a cup of strained honey instead of sugar.

§3. CANDY

Nearly all children love candy, and unless the need for sweets is met this is likely to be one of the ways in which the appetite is most abused and habits of extravagance are formed. For little children it is wise for the mother to buy candy and allow one or two pieces after meals. Home-made candy is less harmful than that of the stores, as the mother will not indulge in adulterations and she controls the conditions under which the candy is prepared. The recognition of the need of sweets and the wise meeting of that need will go far towards establishing health for the future years.

WATER IN THE DIET

Sixty per cent of the weight of the body of the average man is water, the latter being found in all the tissues. Hence water is an important part of our food intake.

Water is used in the body to quench thirst, to regulate the body temperature, to assist in carrying off waste products, to maintain the proper degree of dilution for all fluids of the body, to stimulate the nervous system and various organs, to form a part of all cell life.

Water is usually supplied in abundance by beverages, although the amount contained in the solid food consumed in a day is quite considerable. Water forms from 40 to 50 per cent. of the ordinary cuts of meat; it is especially abundant in the flesh of lean animals, and tends to decrease as fat increases, and vice versa. It is even more abundant in fresh fish than in meats, but in dried fish there is of course comparatively little. Fresh vegetables and fruits contain sometimes as much as 80 or 90 per cent. or more of water, while dried seeds and the food materials prepared from them (beans, peas, meals, flour, cereal breakfast foods, etc.) usually contain, roughly speaking, from 10 to 12 per cent. of water. Many cooked foods contain more water than the raw materials from which they are made, owing to the quantities added in cooking. Thus some thin soups are little more than flavored and colored water, and of course have an extremely low nutritive value. In other cooked foods, notably meat, which have been baked, roasted, or fried, the amount of water is diminished by cooking.

In addition to the water in the food consumed, children from one to three years of age should drink at least one glassful (one-half pint) of water each day. During the "run-about-years" —three to six—the amount of water taken should be increased day by day until it reaches at least three glasses a day. Adolescence is a thirsty time and as a rule not less than a quart (four glasses) of water a day will be required.

The first drink of water each day should be taken before breakfast. A good time is immediately following the rinsing of the mouth after cleaning the teeth. It is an easy habit to acquire—first a little drink and later a big one—and the early morning drink of water greatly aids digestion.

No one would willingly drink water that looked dirty, smelled bad, or tasted disagreeable, but sometimes seemingly good water may hold harmful bacteria—typhoid fever for example. Therefore the water supply should be thoroughly investigated and carefully protected. When hiking, camping, or motoring one should not drink from just any spring; because it is sparkling, running water does not guarantee its purity. Carry with you water from a source known to be all that is desirable. If it is necessary to use doubtful water, boil it. Boiling will kill all organisms. Do not put ice in the water to cool it, because the ice may not be pure, and your labor in sterilizing the water will have been in vain. Cover the vessel containing the water so that nothing can get in it and put it on ice or stand it in running water.

SUMMER DRINKS FOR CHILDREN *

By Alice Irwin

The question "What can I give my children to drink on hot summer days?" is asked so often that it seems that the number of mothers who find this a particularly bothersome problem is legion. Yet I suppose that the number of times each summer the average mother has to hear the petition "I want a soda" or " I want an ice-cream cone," would be an appalling figure.

The daily demand for ice-cream cones or sodas is a bad habit for several reasons. In many neighborhoods the cleanliness of the local stores may be questioned. The corner Greek candy store, which is frequently patronized, may manage to get by when municipal inspectors come to visit, but would scarcely comply with all the requirements of sanitation. From the standpoint of healthfulness, the wisdom of gulping down much ice-cold food is doubtful. And from the standpoint of cost—how few families can afford even five cents to each child daily through the summer season, for of course anything which one child in the family is permitted to have, every other child in the family must have.

I asked one mother of two children, a girl of seven and a boy of five, how she meets this particular problem. I knew that ice-cream cones cost seven cents in her neighborhood, and sodas ten, and that she would not feel that fifty cents should be allowed each of her children for this purpose weekly. I knew that she would have

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other objections to this practice too, and that since she lived in the same block with families who are not quite so conscientious in taking thought of what is best for their children, it must be hard for her small boy and girl to see the other children going gaily off to the corner drug store on a hot afternoon when they may not.

Her plan is to allow the children refreshment at home. She keeps a supply of lemons on hand and iced water always in the refrigerator. It is her small daughter's privilege to go into the kitchen whenever she pleases and use one lemon to make two glasses of lemonade, one for the small brother and one for herself. She is not allowed to chip off ice, but the iced water is there for her use. It happens that this little girl has an allowance, and her mother has pointed out to her that the saving in money she makes by making her drinks at home may be added to an amount she is putting aside to buy a coveted toy.

§2. MILK

Milk is the drink par excellence for children at any time of the year, and if it is possible to keep a supply of it on ice in order that the children may have it whenever they wish, the problem of summer drinks for children will be solved to a large extent. Milk served in pitchers or tall tumblers of colored crystal or with those fascinating hollow-tubed glass spoons which have bowls of colored glass may often prove more tempting than milk served in a more prosaic manner.

§3. LEMONADE

Next to milk as a summer beverage for children comes lemonade. Plain lemonade may be made with the basic proportion of one lemon, one tablespoon sugar, and one glass of iced water for each portion. The average amount of juice-yield by a lemon is one-fourth cup, and although a lemon to each glass of water is the proportion given for adults, children are usually just as well pleased if a lemon is used to each two glasses of water. But the amount of sugar, one tablespoon for each glass, will probably still be wanted.

Here are some variations of the ordinary lemonade recipe, which like all standard recipes, is planned to serve six portions:

Plain Lemonade

1 cup sugar
6 cups water
6 lemons

Heat the sugar and water to the boiling point; chill and add lemon juice.

Fruit Lemonades

For raspberry, strawberry, or blackberry lemonade, add two cups of berry juice.

For ginger ale lemonade, add two cups ginger ale.

For grape juice lemonade, add one pint grape juice.

For fruit lemonade, add two cups finely diced fruit—peaches, strawberries, oranges, grape fruit, or a mixture of fruits.

For pineapple lemonade, add two cups of pineapple juice or a No. 2 can of grated pineapple.

An imitation mint julep may be made by adding from six to twelve sprigs of mint to the hot syrup.

For prune lemonade, add two cups of prune juice.

For egg lemonade, add from four to six well-beaten eggs, mixed with one-half cup of sugar.

For the mother who has reason to try to introduce larger quantities of nourishing foods into her children's diet, an oatmeal lemonade is recommended.

Oatmeal Lemonade

1½ tablespoons fine oatmeal
A few grains salt
3 tablespoons cold water
3 pints boiling water
3 tablespoons sugar
Juice of 1½ lemons

Mix the oatmeal and salt with the cold water; add them to the boiling water and cook until reduced to a quart. Strain, add sugar, and, when chilled, add lemon juice.

§4. ORANGEADE

Orangeade is made in precisely the same way as lemonade and is a popular drink with children. The addition of one lemon to each two oranges improves the flavor for adults.

Plain orange juice, if ice cold, is particularly refreshing and is of great importance in the feeding of undernourished as well as of normal children.

§5. ICED COCOA SYRUP

Almost all children like the flavor of chocolate; an iced cocoa syrup may be prepared and kept on hand ready for use.

2 cups cocoa (1 pound)
2 cups granulated sugar
⅛ teaspoon salt
2 cups luke-warm water

Mix the cocoa, sugar, and salt, and add the water slowly. Bring to boiling-point and boil for

ten minutes. Place the mixture in the top of the double boiler and continue cooking for thirty minutes longer. Fill hot sterilized bottles to overflowing and seal.

When the syrup is served, one-fourth cup of this mixture is added to one pint ice cold milk or water.

§6. BLACKBERRY SYRUP

Here is a recipe for blackberry syrup which may be kept ready to serve:

2 quarts berries
2 cups sugar
2 inches stick cinnamon
1 pound syrup
1 teaspoon cloves
1 teaspoon allspice

Wash the berries well, put them in a preserving pan, and heat slowly, stirring often, until the boiling point is reached. Do not add water. Strain through cheese cloth. Add sugar and spices which have been tied in a small cheese cloth bag. Boil for thirty minutes. Add one pint boiling water. Fill sterilized bottles to overflowing and seal immediately. The spices may be omitted if they are not desired.

§7. ICE CREAM

Children enjoy ice cream so much that a moderate use of it is permissible all the year round. Ice cream for dessert for Sunday dinner is always a treat and may be especially welcome if served with fresh crushed fruit or like a chocolate or butterscotch sundae. The sauces may be made at home at about one-fourth the cost of those purchased in the stores.

Chocolate Sauce

1 cup sugar
2 tablespoons cornstarch
6 tablespoons cocoa or
2 squares unsweetened chocolate
2 cups water
A few grains salt
1 teaspoon vanilla

Mix the sugar and cornstarch; add the cocoa or melted chocolate. Add water and heat the mixture to the boiling point; boil five minutes. Add salt and, when cool, add vanilla.

Butterscotch Sauce

3 tablespoons flour
1 cup dark brown sugar
1½ cups boiling water
1½ tablespoons butter

Mix the flour and sugar; gradually add the boiling water. Bring to the boiling point and add butter. Remove from fire and cool. If desired, twelve marshmallows may be cut into halves and added to this.

Marshmallow Sauce

1 teaspoon gelatine softened in
1 tablespoon cold water
1 cup sugar
⅛ cup water
White of 1 egg
A few grains salt
⅛ teaspoon vanilla

Put the gelatine into the cold water to soften. Heat the sugar and water until the syrup spins a thread (238° F.). Remove the syrup from the stove, add the softened gelatin, and then let stand while the white of an egg is being beaten until stiff. Pour the syrup slowly over the egg white, and beat until they are thick and creamy. Add the salt and vanilla. Should this sauce stiffen through standing, it is only necessary to put it into a bowl in a pan of hot water, and beat with a Dover egg beater until the sauce is again creamy. These sauces will keep for several days in a cool place.

ONE-DISH DINNERS

Cooked in *one* pot, served on *one* platter, eaten from *one* plate for each person—these dinners save time and steps for the housewife. They are hot and savory and the family will like them; they are good, nourishing food, containing all that is needed to replace worn out tissue and used-up energy in adults and to promote growth in children.

Beef Stew
Chicken Stew
Fish Chowder
Lamb Stew
Mutton Stew
Hungarian Goulash
Dried Peas with Rice and Tomatoes
Kidney Stew
New England Boiled Dinner
Pig's Knuckles and Sauerkraut
Irish Stew
Pork Stew
Rabbit Stew

Rice, hominy, or dumplings may be used in any of these dishes, thus adding to the number of one-dish dinners.

Lining a deep dish with pastry, putting in the meat (cut into pieces) and the vegetables left-over from a dinner, adding a top crust, and baking will give still another one-dish dinner.

FORBIDDEN FOODS

No one would think of expecting a child in the acute stages of diphtheria to eat a piece of beef steak, and if the child asked for it, he would be refused. But there are mothers who smilingly boast that their babies "eat everything." They forget that a child's digestive organs are no more capable of dealing with all the foods that grown people eat than are his bones, muscles, and brain capable of doing the work of grown people. The stomach and intestines, like other organs of the body, must be gradually trained to harder work until by slow degrees they become accustomed to dealing with foods eaten by adults.

One of the most serious conditions which affect children is malnutrition. This, of course, may be due to lack of food, but the children of well-to-do families often suffer from it. In some cases the cause is illness, loss of decayed teeth, congenital defects in the digestive organs, over-eating, or irregularity in eating, but most often the root of the trouble is wrongly selected and wrongly prepared foods.

On preceding pages are listed foods which a child may have. For emphasis, therefore, let us list here those things which he should not eat or drink at all, or only sparingly.

No tough meat of any kind
No smoked meats
No pork or veal
Very little beef or lamb
No fried foods
No hot breads
No pastries
No rich desserts
No strong spices or vinegar
No pickles
No green fruit
No over-ripe fruit
No food that is "on the turn"
No foods likely to be swallowed in large amounts without being chewed
No candy between meals
No tea, coffee, cider, beer, wine, or sodas.

TEACHING CHILDREN TO LIKE WHOLESOME FOODS *

By Lydia J. Roberts

Many mothers already know what the child should be fed; but their all-absorbing question is, "How can I get him to eat it?" And that, one realizes, is another story and a long and important one.

§2. HOW LIKES AND DISLIKES ORIGINATE

Before coming specifically to this practical problem of how to train children in correct habits of eating, a brief consideration of how people in general form their food habits may prove highly suggestive of modes of attack.

Why, we may ask ourselves at the outset, do we all like some foods and dislike others, and why do my likes and dislikes differ from yours?

Presumably we both have the same taste organs and, if we eat the same food, the same sensation is doubtless carried to the brain of each of us. And yet to you that sensation of taste may be pleasant, to me positively disagreeable. How can it be?

It is evident that the difference lies not in the food, nor in the organs of taste, but in the mind's reaction or attitude toward the taste recorded. The whole question of how such varying mental attitudes toward the same food may develop in different individuals can be fully explained only by the psychologist. Nevertheless, certain methods by which our tastes are developed may easily be discovered by any observing person.

It is evident first of all that *we like, in general, foods to which we have been accustomed from our earliest years.*

Why do the Chinese like rice, the Italians macaroni, the Irish potatoes, and the Scotch oatmeal?

Because of an inborn preference in each for that particular form of starch? Not in the least. An Italian child brought up from birth in a Chinese home would share the typical Chinese liking for rice rather than for the Italian macaroni, and a Scotch child in an Irish home would doubtless be as fond of potatoes as any Irish lad. Each of these nationalities, in short, likes his own diet largely because it is the one to which his palate has been educated through a long period of years.

This prejudice in favor of foods with which we are familiar may be observed not only in the

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likings of nationalities and sectional groups, but in individuals as well. How else explain a grown man's preference for his mother's pies, or bread, or cabbage, when, to an unprejudiced observer, the pies are tough, the bread sour and heavy, and the cabbage dark in color and vile in flavor from bad cooking.

§3. FOOD HABITS ACQUIRED BY IMITATION

We not only like foods to which by long experience we have grown accustomed, but *we readily acquire likes or dislikes by imitation, conscious or unconscious, of those about us, especially of those we admire.* So common is it, indeed, for a child to duplicate exactly the tastes of an adored parent —the father perhaps in particular—that parents commonly assume such tastes to be hereditary.

"But aren't there children who can't eat certain foods because they have inherited an idiosyncrasy against them?" inquired a mother. "Now, I *just can't* drink milk. The thought of it nauseates me. And John has always been just like me."

Of course the correct answer to this question was that such idiosyncrasies for foods do exist. A few questions, however, clearly revealed the fact that in this instance—as in the large majority of such cases—John's dislike for milk was not an idiosyncrasy, neither was it inherited; it was merely a dislike acquired by unconscious imitation of a parent, who not only set the wrong example but talked about it continually. Had the mother but known, she might by the same method have developed a liking in her child for that same food.

"Father and I don't like tomatoes, but we do like carrots, and mother and John like tomatoes and don't like carrots. Isn't it queer?" Such is the familiar formula by which children, and often their mothers, call attention to this interesting resemblance. There is, as a matter of fact, nothing queer about it. It is merely an illustration of the well known axiom that we imitate what we admire, in food habits as well as in other matters.

Who, even of us adults, has not acquired a liking for something to which we were naturally averse—olives, artichokes, lemon in tea—in imitation of people whom we admired or because correct social usage seemed to demand it? Make it really popular—the style, if you please—to like any food, and its liking by the large majority is already assured.

§4. FOOD LUXURIES ARE ENTICING

A food *easily becomes popular and a liking for it consequently more easily acquired by most of us, if it happens to be regarded as a luxury.*

It is human nature not to want to miss any good thing which others seem to enjoy.

A little girl who claimed she had learned to like spinach was asked to tell how she did it.

"Oh," she explained, "father and mother and sister all ate it and seemed to like it so much I thought I must be missing something; so I began to eat it, too, and after a while I liked it."

A small boy of my acquaintance learned to like olives, though at first they were so distasteful that he practically swallowed them like pills, because his sister regarded them as luxuries, and was glorying in the fact that she could have more because he didn't like them.

Children beg for coffee because it is regarded as a privilege confined to and evidently enjoyed by their elders. I venture to say that if the father each morning took his coffee with a grimace, as if it were a bitter dose of medicine, there would be little begging on the part of the child for tastes. And even if he did taste it the bitter flavor would be sufficiently convincing to make one dose enough.

Not only do we acquire tastes by conscious or unconscious imitation of those whom we admire, or because some foods being regarded as delicacies or luxuries seem especially desirable, but *to a certain extent we deliberately train ourselves to eat,* and as a rule therefore eventually to like *foods which we are convinced can benefit us in some much desired way.*

True, we may in general resent the idea of eating foods merely because we know in an indefinite way that they are good for us. Nevertheless, once convince the average person that the presence of a particular food will actually have a certain desired effect, and he will not only be willing but anxious to eat it.

§5. EATING CRUSTS TO MAKE HAIR CURLY

Some of us can remember having eaten onions day after day for the sake of the promised good complexion, or of having faithfully consumed bread crusts and burned toast in the earnest, even if mistaken, belief that thereby we might acquire curls.

Boys in athletic training live strictly on their prescribed diet, not because of some indefinite future good they hope it will do but because they honestly expect it will help them win the game to-morrow or next week.

"You'll never be much of an athlete," said a physical director to a freshman on completion of

the boy's first physical examination. "You're too light."

"How much do I need?" promptly responded the boy.

"Put on ten or fifteen pounds and you may stand some chance," was the director's answer, to which, quick as a flash, came back the boy's eager "How'll I get it?"

§6. TO PLAY ON THE TEAM

THE DIRECTIONS he received were followed to the letter, and the fifteen pounds gained in a surprisingly short time because the motive was a vital and urgent one.

Furnish an honest and compelling motive to any child who has reached the age of reason, and he will do the rest.

Let us then consider methods of applying these principles specifically in the developing of right food habits in children.

This problem presents two somewhat different aspects. The first, and by far the simpler of the two, is the problem of how to develop right food tastes in a child, assuming you can have him from the very beginning before any habits are formed; the second is the more difficult task of training the older child who has already formed bad habits and has developed strong food prejudices, many of which must be uprooted.

§7. TRAINING THE CHILD FROM BIRTH

A CHILD is born without habits. It is almost safe to say, therefore, that if one can take a child from birth he may educate that child's taste almost as he wills, provided he has his ideal in mind from the outset, understands the method of procedure, and carries it out faithfully and consistently.

Put into the form of definite rules for parents, the program of training may be given as follows:

1. Remember our strongest and most ineradicable likes are those of longest duration. *Begin early,* therefore, *to cultivate a taste for foods which are most important for a child to like.* The newer method of infant feeding makes full use of this principle. Small amounts are given at first to accustom the child to the new flavor, the amounts being increased and the kinds varied as the taste is developed. See "Additions to the Baby's Diet," page 188.

The child thus gains a definite "food vocabulary" so naturally and gradually that by the time he is two years old he knows and likes all the common cereals, a variety of vegetables and fruits, egg, milk, potato, bacon, and all the foods which it is desirable he should have.

2. *Let the parents set the right example* if they would develop proper habits and likes in their children. The only safe way is for the parents really to like and to eat all the foods they desire their children to eat, and this they can train themselves to do by the selfsame methods which they plan to use with their children.

3. *Make it an infallible rule never to talk of dislikes in the presence of children.* The safest method is to talk as little as possible about foods, but to assume that everyone likes and eats all foods served.

"We don't talk about oatmeal at our house, we just eat it," said a four-year-old from a home where this rule was observed.

If any talking must be done, let it be of likes rather than dislikes. Nothing could be more fatal to the development of correct habits than the almost universal custom mothers have of rehearsing their children's dislikes for the edification of their friends in the presence of the children. If they would make it a rule to boast only of a child's likes and to keep his dislikes in the background as something of which to be ashamed—as it is—the child would adjust his attitude accordingly with decided profit.

4. *See that the child's mental attitude is right when giving a new food,* if this is possible. Like it yourself; eat it with relish; treat it as a luxury meant for grown-ups; let the child himself first request it, if possible; give it grudgingly in small amounts, and see if the new food is not easily introduced.

5. *Be sure the foods given a child really are good,* if you expect them to be liked. Although a child may by persistence be taught to like almost any flavor, it distinctly simplifies the matter if the foods are palatable. Many of children's dislikes for milk are due to giving them milk which has turned or has absorbed flavors from the ice box or from weeds the cows have eaten; and some of the prejudices against cabbage and other vegetables are justly due to the unpleasant cooking odors or to the overcooked, black product with its bad flavor.

6. *Keep the diet simple, limiting all highly flavored foods particularly sweets,* if you would have a child like the foods he ought.

A dislike for spinach, cabbage, or other foods with decided flavors may merely mean a lack of training in their use; but when a distaste for milk and other mild bland foods develops, it is usually a safe guess that the child is getting far too much sweets or other foods with distinctive flavor, such as meat or coffee, or merely too much variety.

If a child who is not sick does not like plain wholesome foods, try removing all sweets and

other highly flavored foods from the diet, send him out-doors to get good-and-hungry, give him three plain meals of milk, cereal, bread, vegetables, potatoes, eggs, with *nothing* between meals but water, and see if he does not shortly respond with a healthy appetite for the plain foods.

7. If all the above fail—which is very unlikely if they are consistently employed—*put before the child the foods he should have and see that he eats them.*

No mother I know allows a child to go dirty merely because he happens not to enjoy the process of neck and ear washing. The maternal pride is at stake, so he is caught and scrubbed, regardless of protests. Even the most indulgent mother will likewise harden her heart and force medicine down a child if she earnestly believes it is for his good. Why should she be so firm in other matters and so weak in matters of diet?

If a child wants nothing to eat he is probably sick, but if he eats only foods which he likes and refuses those which he really needs, then firm treatment is needed.

"Helen," said an eight-year-old boy to his sister of four, during their mother's momentary absence in the kitchen, "you may as well eat that vegetable one time as another. When mother says you have to do a thing she means it." Helen took his advice.

§8. HOW TO REFORM FINICKY CHILDREN

But not all parents are wise, neither have all children been correctly trained in eating from the beginning. Indeed, the great majority of children have been allowed to form food prejudices and are on the whole a fussy, finicky lot who don't like vegetables, who can't drink milk, and who must have candy.

When children have reached school age with such habits, there is little likelihood that the parents unaided are going to be very successful in uprooting old habits and establishing new ones, for it means suddenly veering round and changing their whole method of conduct, forbidding things which have heretofore been allowed and insisting on things which have formerly been neglected. This is a possible but very difficult thing for parents to do, and it rarely, in fact, occurs.

In such situations, therefore, *some one outside the home—the teacher, the nutritionist, the physical-training teacher, the physician, the dentist, or the nurse—can do far more than the parents toward establishing better food habits, though the co-operation of the home is of course needed.* And even parents who have always insisted on *the* correct diet appreciate the help of the outside influence during this period.

It is nothing short of miraculous to the mother when the child suddenly comes home some day and demands a food he has formerly refused because he has learned to like it. And the comparative ease with which children's attitudes and likes may be changed by a skillful teacher seems no less marvelous to the ones who are responsible for these changes.

A combination of a health lesson, a supervised lunch, and a daily health record has proved repeatedly a highly effective means of handling this problem, though any one of the three used to its fullest capacity by the right person may often work the same result. The possibilities of such a combination may be best shown by describing the change effected in one short lesson followed by a lunch and records.

§9. FOOTBALL CAPTAIN EATS SPINACH

In this lesson on vegetables a preliminary informal discussion revealed the fact that every child liked a few vegetables but disliked more, and that all detested spinach.

Nevertheless, after the lesson in which they had seen some red iron (oxide); had put it into water and noted its resemblance to blood; had learned that it is iron in blood which gives it its red color; had prepared two test tubes, one with much iron to typify rich red blood, the other with little iron to typify pale blood; had picked out people they knew who they would judge must have the former (Jimmie Pyott, the Chicago football captain, being their prize example); had learned that iron can get into one's blood only from the foods one eats; had found that vegetables are one of the best sources of iron, the green ones being the richest; had put these best ones in a select group by themselves and resolved to eat them wherever they got the chance—having done all this with interest at white heat, they were ready when asked as a climax to the lesson what vegetables they would like to have for their next lunch to chorus, "Spinach!" to their own surprise, as well as to that of their teacher.

Only thirty minutes! And yet during that time their attitude had changed from one of disgust to that of actually requesting the once despised food. Not only so, but they went to the lunch room willing to taste, to eat, and a goodly number to like spinach, and they ran home anxious to tell their mothers of their new liking.

Why had they changed?

For several reasons: First, because they had

learned a real reason for eating spinach which appealed to their interest and judgment as sound. Second, because it had become popular with their group to like it. The premium was put on the ones who liked or could eat it, and they enjoyed having their names listed with this honored group. Third, many of them had never tasted it but were sure they didn't like it.

With a changed attitude, a small serving palatably cooked and attractively served, liking spinach was not after all a difficult matter.

Not every child really enjoyed it, but all were willing to eat it and to agree to take a taste as often as possible. And since daily records were thereafter kept of vegetables eaten, the taste for spinach and other vegetables was shortly developed in all.

§10. PUT CHILDREN IN HEALTH CLASS

Similar lessons on other foods, followed by an opportunity to eat together the one on which the attention has been focused, have worked out in the same satisfactory manner. And when parents cooperate by being interested in the project, by making the foods available, and by attention to the daily records, really astounding improvements in children's eating have been made.

Mothers often testify that the class has done for their children what they have failed to do in years of effort, and that the children's habits have been completely made over in a few weeks' time.

The suggestion for parents having children of school age whose dietary habits need reforming then, is to put them into a health class, if it is possible, in order to secure the help that comes from an outside influence while changes are being initiated, or to ask the teacher to help on the problem by health lessons and the keeping of health records in order to send the children home with the right attitude.

Then if the parents will apply the rules outlined in the first of this paper, as ones which should have been followed from the beginning, it will still be possible to realize the ideal of a child who likes and eats all simple wholesome foods with genuine enjoyment.

SPECIAL RECIPES

Not Usually Found in Cookbooks

§1. ALBUMINIZED MILK

White of 1 egg
1 teaspoonful sugar
1 cup cold milk
Salt, vanilla

Whip the white of egg, add the other ingredients, mix well, strain into a glass, serve cold.

§2. BRAN BREAD

1 quart of bran
1 pint of flour
1 small teaspoonful of salt
1 cup cooking molasses
1 pint sour milk or buttermilk
1 teaspoonful of soda, dissolved in a little boiling water

Stir dry ingredients together; add molasses, milk, and last of all the soda dissolved in the hot water. Stir well and bake in a moderate oven for fifty or sixty minutes. It may be baked either in a loaf, or in muffin pans.

§3. BROTHS

Mutton Broth

Two pounds mutton cut from fore quarter, 1 quart cold water, 1 teaspoonful salt. Wipe the meat, remove the skin and fat and cut into small pieces. Put in a kettle with bones that have been well broken. Add cold water and let it stand one-half hour to extract juices. Heat gradually, uncovered, to the boiling point and skim. Simmer four hours or until the meat is tender. Do not allow it to boil. Add salt when partly cooked. Strain, cool thoroughly, and remove all fat. Reheat the jelly as needed.

To increase the energy value of the food, to 3 ounces of this broth, rice, macaroni, barley, egg yolk, or whole egg may be added.

Beef broth or *chicken broth* is prepared in the same way.

§4. BEEF JUICE

Select a piece of meat from the rump or upper part of the round. Broil or warm slightly from

one to two minutes to set free the juice. Cut in small pieces. Squeeze out the juice by means of a meat press or potato ricer. Feed the juice warm. One-half pound of steak should furnish about 2 ounces of beef juice.

§5. CODDLED EGG

In a cup or a small saucepan boil 1 cupful of water to 1 egg. Remove pan from fire and put in egg. Cover closely and allow to stand 6 to 10 minutes, when the whites should be jellied and the yolks should be soft.

§6. CEREAL WATER

Thin gruel or cereal water is usually made of prepared barley or wheat flour. Take from 1 to 2 level tablespoonfuls of flour, rub to a smooth paste with a little cold water, then stir into a pint of briskly boiling water. Stir constantly. After the mixture has boiled, place it in a double boiler and cook at least one-half hour. Do not salt for a baby under six months of age. Cereal water made in this way should not need straining. If it has lumped, strain it through a fine wire sieve.

The amount of flour used may be increased from 1 to 5 level tablespoonfuls to a pint of water, according to the age of the child. If the cereal water cooks away, the content may be made up to 1 pint by adding boiled water. If oatmeal or any other cut or whole grain is used to make cereal water for young infants, it should be cooked slowly at least one hour and strained before using.

§7. GRUELS

Thick cereal water is often called gruel. Grains, such as pearl barley or oat flakes, in the proportion of from 2 to 4 tablespoonfuls to the pint of water, may be used instead of flour, but require much longer cooking. Gruels made of grains should be strained for infants under one year of age. Gruel thick enough to jelly when cold is often called cereal jelly.

Farina Gruel

One tablespoonful farina, 1 tablespoonful cold water, ½ teaspoonful salt, 1 cup boiling water, 1 cup scalded milk. Mix the farina with the cold water, add to the boiling water, and boil thirty minutes. Add the scalded milk and salt.

Oatmeal Gruel

One-fourth cup coarse oatmeal, ½ teaspoonful salt, 1½ cups boiling water, hot milk. Add the oatmeal and salt to the boiling water and cook from four to five hours in a double boiler. Strain and dilute with hot milk to the desired consistency either of thin paste or jelly.

Corn-Meal Gruel

One tablespoonful corn meal, ½ tablespoonful flour, ¼ teaspoonful salt, 2 tablespoonfuls cold water, 1½ cups boiling water, milk. Make a smooth paste of the meal, flour, and salt with the cold water and stir into boiling water. Cook in a double boiler one and one-half hours. Dilute with hot milk to the desired consistency of thin paste or jelly.

§8. JUNKET

Plain Junket

One cup fresh milk, ¼ junket tablet, 1 teaspoonful cold water. Heat milk until lukewarm. Dissolve the tablet in cold water and stir into the milk. Pour at once into glasses and allow to stand one-half hour in a warm room. When firm set in a cool place until served.

Custard Junket

One-half cup hot milk, 1 egg, 2 tablespoonfuls sugar, ¾ cup lukewarm milk, ¼ teaspoonful vanilla, ½ junket tablet, 2 teaspoonfuls cold water. Beat the egg, add sugar, pour on gradually the hot milk. Cook in top of double boiler, stirring constantly until it thickens. Take at once from fire and cool. Dissolve crushed tablet in cold water; add to lukewarm milk; and add to custard when it is lukewarm, and blend thoroughly. Add vanilla. Pour into cups. Allow it to grow firm and chill.

§9. KOUMISS

1 quart milk
1 tablespoonful sugar
¼ yeast cake
1 tablespoonful luke-warm water

Heat milk to 80° F., add sugar and yeast dissolved in luke-warm water. Fill sterilized bottles to within 1½ inches of top. Cork, tie down corks. Place bottles, inverted, where they can remain at a temperature of 70° F. for ten hours. Then put in ice box or cold place for twelve hours. Turn bottles occasionally to prevent the cream from coming to top.

Koumiss is often retained by those suffering from severe gastric trouble and gives variety for fever patients.

§10. PEPTONIZED MILK

5 grains pancreatin powder
15 grains soda bicarbonate
2 cups warm milk
2 tablespoonfuls warm water

Dissolve the powder in the warm water, add to the milk, pour into a bottle or other vessel, place in a water bath at 110° F. Keep at this temperature twenty minutes. Then it can be used, or may be cooled quickly, kept on ice, and used when needed.

§11. PRUNES WITH SENNA

1 ounce senna leaves
1 quart of boiling water
1 pound of prunes (well washed)
2 tablespoonfuls of brown sugar

Put the senna leaves in an earthenware bowl and pour over them the boiling water; allow them to stand two hours, strain, and to the clear liquid add the prunes. Let the prunes soak over-night in the liquid; in the morning cook in the same liquid until tender. Remove from the stove and stir in the brown sugar.

§12. PRUNES AND FIGS WITH SENNA

1 pound dried figs
1 pound prunes
2 ounces finely powdered senna leaves
2 tablespoonfuls of molasses

Wash both figs and prunes very well; if the prunes are very dry soak them for an hour. Remove the stones from the prunes. Then run both fruits through the food-chopper. Add the powdered senna leaves and the molasses, stirring well. The result will be a thick paste, which should be kept in a tightly covered glass jar in a cool place.

§13. SCRAPED BEEF

Have a piece of lean steak from ½ to 1 inch thick. Lay it on a meat board, and with a large, heavy mixing spoon scrape the soft part off either side, leaving the tough fibers. Season the pulp with a little salt and shape into small flat round cakes ½ inch thick. Broil or cook in a hot, dry skillet, never in grease. This scraped meat may also be served with the addition of a little butter.

§14. SENNA

See Prunes with Senna; Prunes and Figs with Senna.

§15. WHEY

To 1 quart whole milk warmed to 100° F. add ½ ounce liquid rennet, stirring for a moment only. After standing at room temperature until thick and firm (twenty to thirty minutes) pour it upon a double layer of gauze and draw the corners together to make a bag. Allow it to hang for an hour to drain off the whey. Do not squeeze the curd. Keep the whey on ice until used.

The liquid part is the whey, which contains most of the sugar and salts of the milk, the soluble protein or whey protein, and nearly one-third of the fat. The composition of whey, however, depends on both the way it is made and whether it is made from whole or skim milk. Whey that is pressed from the curd contains a large and variable amount of solids. If made from fat-free milk, whey consists almost entirely of sugar and salts, while whey made from whole milk may contain nearly I per cent protein and 1 per cent fat.

Whey has been much used in the past and may be advantageously used in certain types of indigestion. However, whey used as the sole food is inadequate for the growth needs of an infant, and serious results have occurred when babies have been put on this diet for some acute disturbance and have been kept too long on it.

§16. ZWIEBACK

Cut or tear bread into small pieces and dry in a slow oven until thoroughly but delicately browned. The warming oven of a coal stove may be used; if a gas stove is used, the door should be left slightly open. Commercial zwieback is usually sweetened. Twice-baked bread may be used in place of cereal, either in slices or crushed.

CLOTHING

THE BABY'S CLOTHING

Essentials in selecting materials:

1. Unwashable fabrics should not be used.
2. White is preferable to colored material; pink woolen washes better than blue.
3. Loosely woven fabrics allow the evaporation of moisture from the skin.
4. Fabrics should be chosen for durability and washing qualities as well as for fineness.
5. When the mother does the laundry work, fabrics needing little or no ironing should be selected.
6. Wool mixed with silk, linen, or cotton washes and lasts much better than all wool.

Clothing must be adapted to climate, season, and to the age and condition of the baby. Young babies and those who are weakly need warm clothing, as they are easily chilled. Robust babies quickly adapt themselves to the prevailing temperature, and especially as they grow older and more active are sometimes too warmly dressed.

If the baby's hands and feet are cold or he looks pinched and blue about the lips he needs warmer clothing. If he continually perspires and his body is moist to the touch he has too much on. Over-dressed babies are likely to be restless and fretful. In hot weather and in warm climates light-weight garments should be chosen, while in the North or in the winter much heavier and warmer articles will be necessary. Doctors for the most part believe that shirts, bands, and stockings for the young baby should have some admixture of wool. If necessary, they may be the lightest weight, and in the hottest weather only the band, diaper, and slip need be worn. A seven-pound baby ought not to wear seven pounds of clothing.

All clothing should be simple. Elaborate decoration is entirely unsuitable to a baby's clothing. It may be as fine and dainty as the mother can afford, but should admit of constant washing.

The dresses and skirts may be 26 inches in length, the extra length being used to cover the baby's feet and to add to the convenience of handling him. In hot climates or for summer babies or for the winter baby whose home is kept at summer heat the clothing may be made short from the start; this is a great economy, both of time and expense.

The following list gives the clothing necessary for the average newborn baby:

Diapers	dozen	4 to 8
Knitted bands	number	2 to 4
Knitted Shirts	"	2 to 4
Flannel petticoats	"	2 to 4
Nightgowns	"	3
White cotton slips	"	4 to 8
Coat and caps.		
Long bootees or stockings	pairs	2 to 4
Sacques	number	3
Wraps or blankets	"	3

§2. DIAPERS

Cotton bird's-eye is the usual material for diapers. The size of these should be 18 by 18 inches. In putting one on the infant, fold diaper straight through the center, forming a rectangle; if the baby is small fold down one-third, making an extra pad under baby. Place the diaper lengthwise under the baby, draw the lower half up between thighs and pin it on each side at the waist line through the band, having the back fold of the diaper overlapping the front. Adjust above the knees, not too tight, and pin. Use medium size safety pins, pin crosswise through the sides of the diaper. When the baby outgrows the folded diaper, this same diaper may be used by putting two diapers together (for extra thickness) and folding a plait through the middle to fit the baby's waist. Pin at the back and front through the plait.

The square diaper is more comfortable for the baby because put on like panties, it has no bunchy ends stuffed between the legs. It is easy to wash because it is soiled in one spot—no soiled corners or hems. Being small it is not only more comfortable for the baby, but much easier to wash and

dry and much cheaper to buy. If you begin to train your baby from the first, you will save yourself much unnecessary work and have a more attractive baby.

Care of the diapers.—No diapers should be used a second time before being washed. Used diapers should never be left lying about the room nor hung up to dry on the radiators. Wet diapers should be placed at once in a covered pail and left to soak in cold water until they can be washed. If soiled diapers can not be attended to at once they should be placed in a separate covered pail, and if they are to be washed within twenty-four hours it will be better not to soak them, as in that way the stains spread throughout the entire diaper. All solid discharges should be shaken or scraped from the diaper and it should not be put into the tub until nothing but the stain is left. It is well to keep a case knife in some convenient place solely for this purpose. If a brush is used it must be thoroughly washed at the end of the operation. The soiled diapers must be rinsed through several waters, using the pail in which they have been stored. They may then be washed with the wet diapers.

All the diapers should be washed in very hot water with plenty of mild white soap. No washing powder of any sort is permissible. They should be well boiled and rinsed through several waters. Much of the irritation of the thighs and buttocks, which is the source of such severe suffering to babies, is caused by insufficient rinsing of the diapers. Whenever possible diapers should be dried in the sunshine and open air. They may be used without ironing, but they are softer and look better ironed. An inner pad may be used to protect the diaper from the worst of the soiling and thus decrease the labor of washing. During the day the diaper should be changed as often as it is wet or soiled. In the night it should be changed when the baby is taken up to be fed.

Waterproof diapers.—There are on the market certain waterproof diapers which can be washed with boiling water which may be used for very short periods. It is a great comfort to the mother to be able to feel that baby will not wet through his clothing while she is taking him on a short journey.

It is needless to say, however, waterproof diapers are suitable only for temporary use and the baby should be changed just as often as when such diapers are not a part of his toilet. If he is allowed to go for any length of time in a wet diaper, the skin is certain to become sore. Waterproof diapers are especially dangerous to girl babies.

§3. BANDS

Abdominal bands, used to hold the navel dressing in place, are unhemmed strips of part-wool flannel 6 to 8 inches wide and 18 to 20 inches long. The navel dressing may be held with surgical gauze bandages, making flannel binders unnecessary. In this case, the knitted band with shoulder straps will be used from the start.

Whatever sort of band is used it should never "bind." A band, if drawn tightly about the abdomen, does not prevent rupture and may do harm if the pressure is in the wrong place. The abdominal muscles of a healthy baby need little support, save, perhaps, in the earliest weeks of life; rather they need free play in order to be strengthened in the natural way by the slight exercise the baby can give them. The knitted band with shoulder straps should be substituted for the flannel band, if this is used, as soon as the navel has healed. The band should be fastened with tiny safety pins or with tapes just at one side of the front, never in the back.

§4. SHIRTS

Knitted bands and shirts come in several weights and sizes. It is maybe well to begin with the second size, as the first is soon outgrown. Usually either the cotton-and-wool or silk-and-wool mixtures are best. For hot weather the lightest weight should be selected for the average healthy baby. The shirt should open all the way down the front, and they must be large enough so that the sleeves will easily slip on and off. Occasionally a baby may be found whose skin is so delicate that it is irritated by even the smallest amount of wool. For such babies the all-silk or the all-cotton garments may be selected. In the North or in the winter, or for very young or weak babies, the shirts and bands should be at least half wool. All young babies should have at least one garment that is part wool.

§5. PETTICOATS

Part-wool flannel should be used for the petticoats, selecting the lightest weight for hot weather. Even for the newborn baby the petticoat should not extend more than 10 inches below the feet, and if the weather is hot, it may be several inches shorter. In hot climates all the clothing may be short from the start. Skirts may be made by the Gertrude or princess pattern, closing on the shoulders. Muslin petticoats are unnecessary for the young baby.

§6. SLIPS

Slips are very simply made of fine white cotton materials, such as nainsook, long cloth, or batiste. They should not be over 28 inches long and may be shorter. If made in kimono style, they may have a tuck over each shoulder which will permit them to be easily enlarged. Drawstrings in the neck and sleeves will also make it possible to adapt the garment to the baby as he grows larger. No trimming which can scratch or irritate the tender skin of the baby's neck is permitted, and his garments should not be starched.

§7. NIGHT CLOTHING

A simple garment which opens all the way down the front is useful, particularly for a very young baby and, if desired, may take the place of the slip during the first few weeks. Any soft material may be used, but part-wool or cotton flannel is commonly chosen. It must be remembered that the fuzzy surface of all cotton flannels is highly inflammable, and care must be taken to guard against fire when this material is used in children's clothing. These garments may be worn as nightgowns when the baby is older.

Winter nightgowns for a very young baby may be drawn up at the feet with a string run through the hem, but for an older baby this arrangement restricts his freedom to kick. For this reason night garments made with feet are better in winter for older babies.

§8. SHOES AND STOCKINGS

It is important to keep the legs and feet of a young baby very warm. If his petticoats are long enough to extend some distance below his feet, or if a pinning blanket is used, they may need no other covering, but in cold weather and in changeable climates it will probably be necessary to use some sort of foot covering in addition to the skirts and blankets with which he is wrapped. The mother should feel of the baby's feet often, as, for instance, when she is changing the diaper, and if they are cold they should be dressed. The older baby can go barefooted much of the time in warm weather but should not be allowed to go any length of time with cold feet, and he will need shoes and stockings as soon as he begins to walk, to protect the feet from injury.

The best stockings are part wool. Those described as "unshrinkable," said to be made of a mixture of wool and linen, are somewhat expensive but are genuine economy, as they are very durable and will last until fully outgrown. Others are of wool and cotton, or wool and silk. Three pairs will answer, beginning with the second size. They may be quickly washed out and dried on stocking stretchers. A loop of tape may be sewed to the top of the stocking, through which to slip the safety pin which holds them to the diaper.

Knitted bootees, the conventional gift to the baby and dear to the young mother's heart, should be long and have a turn at the knee. Like other all-wool garments they shrink and harden very easily unless carefully washed. When taking the baby out in cold weather, or for outdoor sleeping, short bootees may be worn over stockings, like shoes. Care should be taken not to tie the strings tight about the ankles.

For the older baby soft shoes or moccasins may be made at home from old kid gloves, or from flannel or felt. High woolen boots, to pull on over the baby's shoes and stockings for extra warmth, may also be made from flannel or eiderdown.

When the baby begins to walk he will need shoes with firm soles. It is no uncommon sight to see a baby walking along an icy or damp sidewalk with shoes so thin-soled that it is hardly possible that his feet will not be chilled. Frequently all the rest of the body is covered with thick clothing, coat, cap, and mittens, while the feet and legs have no additional covering. Both leggings and overshoes are very necessary in cold weather for the baby who is old enough to walk outdoors.

A very large part of adult human suffering is due to deformities which have their origin in infancy and childhood, when the bones of the feet are pressed out of shape by ill-fitting shoes. Mothers should examine the baby's feet frequently for creases in the soft flesh or red spots, indicating pressure from the shoes. The toe-nails, like the finger-nails, should be cut square across, taking great care not to cut too close to the flesh.

Both shoes and stockings should always be loose and long enough on the feet so that the toes are not crowded. Probably the greatest fault is to have them too short, thus turning the toes under or pressing them to one side. All shoes should conform to the natural outlines of the foot, with soles whose inner line is nearly straight and which allow an abundance of room for the toes to spread out flat. If the toes are found to be overlapping, or when creases or red spots appear plainly on the feet, the shoes that have caused the trouble should be discarded.

Patent leather, being covered with an impervious varnish, causes the skin to perspire, and is entirely unsuitable for children's shoes, save possibly for the dress-up shoes or slippers which are

worn for only a little while at a time in the house.

§9. CLOAKS AND CAPS

Since a baby exercises very little when taken out in a carriage, he must be warmly wrapped if the day is cold. Cloaks should either be of warm woolen material or have an interlining of wool, or, in cold climates, both. For the "runabout" baby additional warmth is secured by the use of leggings, a sweater, overshoes, and mittens. Summer wraps may be made of silk or cotton, although a cloak of challis, cashmere, or nun's veiling has more warmth and at the same time is light in weight. Caps should not be thick enough to cause the head to perspire. A silk cap with an interlining of wool wadding or of flannel may be used in winter. Hoods or caps knitted of woolen yarn, having a cape to come down under the coat collar and protect the neck, are excellent in the coldest weather, but are too warm in mild climates. Silk or muslin caps may be worn in the milder months, or the baby may go bareheaded if protected from the sun. No starch should be used in the caps, as stiff strings or ruffles scratch the delicate skin and may lead to eczema. Cap strings and ribbons should be carefully examined after the child is dressed to see that they are not too tightly tied.

The older baby may be dressed for cold weather in a knitted woolen garment which covers him from neck to toes.

§10. ADDITIONAL CLOTHING FOR THE OLDER BABY

The baby may go into short clothes as early as the mother pleases. Indeed, his clothing may have been short from the start, as has already been said. In most cases the first clothing can be shortened as needed, and if the slips and petticoats have been made large enough in the beginning, they may be used for a year or more. The baby will outgrow his first shirts, bands, and stockings and will need larger ones after a few months.

AMMONIA DIAPERS *

The strong odor of ammonia in babies' clothes—especially in the diaper in the morning—is caused by a certain germ in the garments. This germ decomposes the urea of the urine at body temperature and liberates ammonia. The sharp ammonia sooner or later irritates the sensitive skin of the region with which it comes in contact and causes more or less soreness. Change in diet has little, if any, effect.

1. Boil daily, for 15 minutes in a covered pail, all clothing and bedding that has the strong odor.
2. Wash the body with soap several times a day, as the germ also lives on the skin.
3. Put the cleaned clothing and bedding (including the mattress) in the bright sunlight for at least an hour at noon.
4. Avoid constant use of rubber diapers.
5. Change diaper as soon as wet.
6. Leave the diaper open (unpinned) for two hours two or three times a day.
7. Apply zinc oxide ointment to irritated parts.
8. On warm days expose the body to the sunlight for increasing periods of time (fifteen to thirty minutes).

By following these rules for at least ten days the condition will usually be corrected.

THE RUNABOUT'S CLOTHING

By Mrs. Max West

Children's clothing should be simple and light in weight and should afford perfect freedom of movement to every part of the body, so that all forms of healthful play may be indulged in without discomfort. It is a grievous invasion of one of the inherent rights of childhood to dress a child in such a way that he must consider his clothing during his hours of freedom.

§2. NUMBER AND KINDS OF GARMENTS

At the beginning of the third year the child's clothing consists of a shirt, a pair of drawers, or a combination; a soft waist to hold drawers and garters; shoes, stockings, and garters; and a simple outside garment, like rompers, overalls, a one-piece kimono slip, or an apron. Overalls may

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be made of denim or gingham. The one-piece kimono dress is cool and easy to make but is apt to tear under the arm unless very loose. If desired, bloomers of the same material as the outer dress may be worn. Petticoats are unnecessary save under thin dresses and are not needed under rompers or when bloomers are worn. Garters that fasten from the front of the waist should not be worn, as they tend to pull the shoulders down and forward. The garters should be fastened well back on the hips.

§3. MATERIALS

Underclothing should be soft and porous. All-wool fabrics must be washed with great care to prevent shrinking and felting. Cotton and wool or silk and wool garments have much of the warmth and softness of wool but do not easily shrink and harden if carefully washed. Shirts and stockings may be dried on stretchers to save shrinking. All-cotton undergarments are far easier to wash than wool ones, and many mothers prefer to use them, adding the warmth necessary for cold weather by having the child wear a light-weight sweater either under or over his apron. A child of this age should have no clothing that can not be washed. For this reason cotton materials are most practical. Mothers disagree as to the comparative merits of white and colored clothing. One of the advantages of white garments is that they may be boiled, thus greatly reducing the amount of rubbing necessary to get them clean; on the other hand white dresses are soiled very quickly. It must be remembered that while white or light colors show the soil more plainly there is just as much actual soil on the darker garments. Light shades, such as blue, green, lavender, and pink, are apt to fade unless they are washed with special care. Ginghams often shrink badly in washing. Such materials should be shrunk before making up. Seersucker and crinkled and crêpe materials of many kinds have the great advantage of needing no ironing and are very popular materials for chilren's every-day clothes. These rough materials are hot and if used for summer wear in warm climate should have short sleeves and round neck to avoid chafing the skin of the arms and neck. Percale, galatea, madras, and the better grades of gingham are among the popular cotton materials for children's clothes. For hot weather almost any of the thin materials may be used. Cotton crêpe wears well and requires no ironing. Loosely woven fabrics wash easier than the hard, tightly woven materials.

§4. NIGHTGOWNS

Summer night wear should be thin and soft. The gowns may be made of soft-finish crêpe, nainsook, long cloth, or thin muslin. The neck should be cut round and the sleeves should be loose and short. For winter gowns heavier materials may be used. Outing flannel is much favored because of its warmth and softness, but mothers must remember that many children have been seriously burned because of the inflammable nature of these materials. A spark from an open fire or from a carelessly thrown match is often sufficient to set fire to a child's garment. The greatest care must be used to guard against this danger. Part-wool flannel may be used, or heavy cotton twill with fleeced lining. Ready-made night wear having legs and feet may be bought, which is both warm and soft and will keep the child completely covered. Draw strings may be run in the hem at the bottom of the garment and in the bottoms of the sleeves, to be drawn up after the child is ready for bed. In the coldest weather it may be necessary to have the child wear a shirt under his nightgown, but the day shirt should always be taken off and a different one used at night. If a woolen sleeping-bag is used, the winter gown may be of cotton material.

§5. WRAPS

Children's coats and all garments intended for out-of-door wear in winter should be soft and warm and sufficiently light in weight to permit perfect freedom of motion. Rough-surfaced woolen materials, somewhat loosely woven, will be warmer and at the same time lighter in weight than those which have a hard, smooth finish. A comparatively thin material, like serge, may be used for coats if an interlining of flannel or wool wadding is used to give the necessary warmth.

Summer coats may be made of any washable material desired. Pongee (a washable silk) and challis (a soft washable wool material) are both excellent for coats, but many of the white cottons may be used for the same purpose.

§6. AMOUNT OF CLOTHING

It is perhaps needless to say that climate, season, and local conditions will dictate the amount of clothing a child should wear. In very cold winter weather every part of the body from the neck downward should be warmly clad and the clothing so distributed that all parts of the body are equally warm. The habit of permitting young children to

wear short socks when the temperature is well toward freezing controverts all the ordinary rules of health. It would be just as reasonable to send a child out in cold weather with bare arms as it is to send him out with the calves of the legs exposed. It is difficult to reconcile such a custom with reasonable prudence.

Children are sometimes dressed so warmly in winter that undue perspiration results and they take cold at the slightest exposure. If too lightly dressed the child will have cold hands and feet, blue lips, and a pinched appearance. A mother must use her common sense and make whatever changes are indicated by the child's condition. If his face is flushed after playing about the room for a few moments, or if the sweat shows about his head and face, and especially if he becomes fretful and impatient for no apparent cause, it is very likely he is too warmly dressed. Delicate or convalescent children require warmer clothing than the robust.

In excessively hot weather it is hardly possible to dress a child too lightly. Only the fewest and thinnest garments should be worn while the heat lasts, but the child must be guarded against a possible chill when the temperature suddenly falls.

§7. HATS AND CAPS

A CHILD may go bareheaded much of the year, but in summer a simple, light-weight straw or cloth hat is necessary to protect the head and face when the sun is very hot. For winter wear a soft tam-o'-shanter of wool or velvet or some equally soft little cap which stays on and fits closely down about the ears and neck is most suitable. Stocking caps are comfortable for the coldest weather, but to wear these woolen caps indoors is dangerous. Mothers should instruct their children, boys and girls alike, to remove both their caps and coats when they come into a warm room to stay for any considerable period. Waterproof coats, boots, and overshoes should be removed on coming indoors.

§8. SHOES AND STOCKINGS

THE human foot is a delicately adjusted mechanism of bones, ligaments, muscles, nerves, and blood vessels which in the growing period is very easily distorted or thrown out of balance by continued pressure of badly fitting shoes or by lack of attention to the beginning of trouble. It is impossible to measure the handicap which "flat foot," with the resulting inefficiency, imposes upon the human race, but that it is great enough to warrant the taking of all the pains necessary to prevent it, is beyond dispute.

Children's shoes should be fitted on a last which conforms to the natural shape of the foot. Shoes that are too short have a tendency to produce enlargement of the joints of the great toe by pressing against the end. Shoes that are too loose rub blisters and callosities on various parts of the feet. Those that are too tight give rise to corns, and those that are too pointed bend the toes toward one another and spoil their shape, while those that are not properly fitted at the instep fail to afford the necessary support to the arch and the ankle. Unfortunately custom or fashion is often allowed to dictate the sort of shoes that children shall wear, and it may be hardly possible to find the right kind of shoes in some communities. Recent observation of the stores in certain small towns showed that the children's shoes most in use were made of patent leather with narrow toes and thin or medium soles. The mothers complained that they could not get anything else. The dealers stated that they carried the kind of shoes that were demanded by their customers. The obvious remedy would appear to be for the sensible mothers to invite their shoe merchants to a conference on the subject, explaining plainly why they object to the shoes furnished and what kinds they desire. Certainly every merchant would be willing to make an effort to supply the demand if he understood it.

§9. FITTING THE SHOES

THE child should, whenever possible, be taken to the shop to have the shoes carefully fitted. When shoes must be ordered by mail, the measurement around ankle and instep should be taken, using an accurate tape-line.

In childhood the inside line of the foot is nearly straight. When the child stands with his feet parallel they touch each other throughout most of their length. The outer edge of the sole curves outward naturally, and the shoe must provide room for this curve of the toes without pressing upon them. The outline of the foot should be drawn while the child stands on a sheet of white paper. The outline will probably be clearer if he wears his stocking, unless the stocking is too short, in which case it will make the outline too short and too wide. This outline and the ankle and instep measurements may be sent to the shoe dealer when it is necessary to order the child's shoes by mail. The shoe should be 1 inch longer than the outline of the foot and one-fourth inch wider. In ordering shoes in this way it is neces-

sary to specify what sort of leather is desired, as, for example, bright or dull kid, or calfskin; or canvas, etc., and the color, as brown, black, or white. It is also wise to give some information as to the price of shoe desired.

There are several excellent models for children's shoes on the market, under various trade names, which can be had either directly through local dealers, or by catalogue, if the purchaser is at a distance from the town. Patent leather, being covered with varnish, is nonporous, and children who commonly wear patent leather shoes almost invariably develop some tenderness of the feet.

Winter shoes should have thick but flexible soles. It is no uncommon sight to see a young child walking on an icy pavement wearing thin-soled shoes without overshoes. Although he may be dressed in heavy woolen coat, cap, mittens, and leggings, he is not thereby at all protected against the chill that comes through the thin, dampened soles of his shoes.

Rubber or arctic overshoes or boots are necessary when the ground is wet or muddy or the snow is deep, but they should be removed as soon as the child comes into the house. Rubber-soled shoes are likewise unsuitable for regular wear unless there is an inner sole of leather.

CLOTHING FOR CHILDREN OF SCHOOL AGE

To-day, far more than ever before, parents are considering the importance of their children's health, and realizing how greatly the factor of dress affects it. They are learning that hygienic clothing is better than bottles of tonic, and that it pays for a mother to put time and thought into understanding how to deal with what is a very real problem.

§2. HEALTH FIRST

Unfortunately the words "hygienic clothing" convey an idea of something hideous and unbecoming, like the various developments of dress reform. But appearance and health may both be considered in the case of children's clothes. In old days children used to be loaded with flannel petticoats, ulsters, tippets, and mufflers all through winter weather, until they looked like ungainly bundles. Wearing so many clothes is tiring to a child, and it is well that we have learned that light woolen underwear and a loose overcoat are as warm as many layers of mixed wool and cotton. Many of us remember the dreadfully "scratchy" gray woolen flannels that made us wriggle uncomfortably through school hours in winter, and that memory should help us to buy clothing that has a soft, smooth surface, and is warm yet light; far more comfortable than the old-fashioned kind, yet quite as effective in staving off colds from the school children who will persist in wading in puddles and ploughing through slush.

§3. SHOES AND RUBBERS

Shoes are of the utmost importance to a child. It is all too common for parents to buy those that are too short, and that means inevitable trouble in later life. The mother should try to buy shoes that give plenty of room for growing feet and cannot pinch anywhere. Patent leather is unsuitable for children's wear. Sandals are excellent for both boys and girls. Worn without stockings in hot summer weather, they are a source of constant joy.

In bad weather the mother faces the problem of the much detested and elusive rubber. Puddles are irresistible, so that high rubbers are an absolute necessity, and rubber boots are desirable for especially stormy weather. In winter, knickers of heavy woolen material are excellent and with them a child may play in snow-drifts to his or her heart's content without fear of colds.

§4. CORSETS FOR GIRLS

With a growing girl the question of corsets is one that should be seriously considered. Are they absolutely necessary, and when shall she put them on? The answer is—delay the time as long as possible, until the girl has stopped growing. Some people have the idea that corsets are good for the back, but quite the contrary is true. Let her garments hang from the shoulders and her back will take care of itself. Only too often girls have been cramped into corsets which gave them internal ills later on.

§5. SUITABILITY AND SIMPLICITY

After health comes the question of suitability, which applies quite as much to children as to grown-ups. To be over-dressed is never to be well-dressed, and one of the first signs of good-breeding is to be entirely unconscious of one's clothes. If a child hears clothes often discussed,

and if he has a sense of being always dressed up, he is sure to become self-conscious. Children should first of all be given clothes that are suitable for church or school and that are absolutely simple, and they will instinctively avoid that deplorably intense interest in dress which we see so often to-day. Some one has described an afternoon in a park where the children were not allowed to romp or play for fear of hurting their snowy shoes, white coats and dresses, and white caps. Mothers and nurses encourage this "white plague," which often causes real suffering and takes away the chief privilege of childhood—absolute freedom. It is true that dainty white dresses and white shoes and stockings are charming, but they are appropriate only for parties and dancing school, when the tempting mud-pie and apple-tree are far away. If only children are suitably and simply dressed at all times, mothers will not stray far from good taste and common-sense.

§6. MODERN INVENTIONS THAT MAKE FOR DURABILITY

Many a woman complains when she faces a "barn-door" tear, that "Johnny is so hard on his clothes"—that "the darning bag is always of mountainous proportions" and that "buttons simply *won't* stay on!" Modern invention has done much to relieve situations of this sort. There are the guaranteed stockings—the heavier the better, for all children; there are hooks-and-eyes that cannot come off, and there are buttons sewed on with tapes. Buttonless clothes and heelless stockings are often as much of a trial to the child as to the mother and it is possible to buy all the devices that claim to withstand any strain.

In the matter of materials it is often felt that buying cheaply is economy, but with school dresses or trousers that are destined to see hard wear it pays far better to get plain, strong goods of the best quality, for the garment will not have to be renewed so soon.

§7. WHEN THE LIITTLE GIRL STARTS TO SCHOOL

Schooldays are growing days, physically as well as mentally, and the school-girl's clothes must be made to allow for increasing bodily height and width. One piece underwear (combinations) cut long from top to crotch, with roomy seat, and tucks just above the knee; slips (or petticoats) hanging from the shoulder and with several wide tucks above the hem or flounce; loose one-piece dresses with gathers or tucks at shoulder line and a deep hem—patterns which embody these principles will make garments which can quickly and easily be enlarged as the girl grows bigger. Middy blouses worn over a skirt which hangs from the shoulders are also becoming and useful for the growing girl.

It seems almost unnecessary to say that all the dresses of the girl of school age should be made of washable material. In these days of modern heating systems, homes, churches, and schoolhouses are kept at a comfortable summer temperature and heavy dresses are too warm for indoor use. It is far better to wear the same weight of indoor clothing the year around, and put on heavier coats and other wraps when the cold days come. Then, too, germs delight in lurking in woolen garments, ready to attack the child whenever he is not feeling up to par, and children cannot fight these imps of ill-health as successfully as adults.

§8. AN OUTFIT FOR THE LITTLE BOY

The dressing of a little boy is a far more easy matter. Tweeds and corduroys and heavy, durable material may always be bought, and as the boy's demands are few and simple, his wardrobe does not need to be an extensive one. Suits of dark material and simple cut, that are first of all comfortable, are essential. Then, too, he should have washable blouses and corduroy knickerbockers for Saturdays and holiday wear. He will need a couple of comfortable caps, a light weight and a heavy weight sweater; with an overcoat his outfit is practically complete. All boys wear out shoes with incredible swiftness and it pays to buy the very heaviest ones, and a pair of high-laced boots for winter. For a Boy Scout, one of the regular costumes of the organization makes a good and extremely useful and welcome Christmas present.

The main thing the mother should avoid is "fussing" over her son's wardrobe, or demanding much interest in it from the boy himself. At the age of ten, roller-skates and tops are much more fascinating than neckties and collars, and it is a mistake to over-emphasize dress in the young masculine mind.

It is difficult to keep growing boys fitted out with the right kind of clothes, as they get too big for their garments so rapidly. The first requirement in all boys' clothing is comfort, whether the actual styles are up-to-date or not. It is kindness to supply a boy with rough-and-ready things, for he frequently suffers more from being overdressed than one guesses.

THE CULTIVATION OF GOOD TASTE IN DRESS

MANY of us are prone to limit the meaning of the word "art" to a painting or a piece of sculpture, and to overlook its larger meaning: *Application of skill and taste to production according to aesthetic principles.* So common is the practice of using the limited meaning, that the phrases "applied art" and "industrial art" have been introduced into our language to indicate that the prime definition is the speaker's intent. Good taste in dress is art—the applying of æsthetic principles to clothes. Few persons have the talent to become painters or sculptors, but there is no reason why any one should not be able to dress artistically. This does not mean wearing queer-looking garments or being unstylishly garbed. Modes change—skirts are long one year and short another; sleeves vary in length; "waistlines" may be natural, high, or low; trousers may have "peg-tops," bell-shaped legs, or wide knees; the youth's coat may have anywhere from one to eight buttons on the front; but there is always enough variety in fashion's demands to allow a choice so that one may be modishly dressed and at the same time be dressed in good taste.

There are a few principles which never change, no matter what fashion may decree. These are:

1. All garments, both under and over, must be clean.
2. A patch or a darn is permissible, but not a hole, a rip, or a tear.
3. All buttons or fasteners must be in place.
4. Heels on shoes must be even, not worn off on one side or at the back.
5. Shoes must be clean.
6. Shoes must fit the foot, not the foot fit the shoe.
7. Garments must suit the occasion: storm clothes when the weather is bad; play clothes for play; party clothes for parties, etc.
8. Dress, coat, suit, must fit comfortably—if tight, bodily defects are emphasized, such as thinness, fatness, bow-legs, and knock-knees.
9. Color combinations must please the eye. "Striking" color effects are accomplished by combining a color with its complement (black with white, green with red, yellow with purple, blue with orange), or by combining black with one of the three primary colors (red, yellow, or blue); "quieter" effects are secured by using colors which are closer together on the chromatic scale; still more subdued effects are obtained by using only the shades and tints of the same color.
10. Cut of garments and color of garments must make the figure appear nearer the average in weight; a very tall person should select cut and color to make him appear shorter, while the selection of the abnormally stout should make him seem taller and thinner.

It is the duty of parents to teach their daughters and sons good taste in dress just as in other matters—to try to train them to appreciate what is artistic and what is not, just as much as what is tidy and what is not. The danger, of course, is that children may become vain by dwelling upon these things too much. But if they are given simple, tasteful, and appropriate clothes, they will instinctively choose the same type in later years. It is wrong for a mother to neglect her children's wardrobe, and to give them anything that happens to be at hand, for a sensitive child suffers acutely from feeling himself dressed differently from other children and he is likely to be made unhappy by wearing conspicuous or eccentric clothes.

There is a distinctly refining influence in the simple costumes, and children easily learn to shun "loud" clothes as vulgar. This does not imply that such a wardrobe is especially economical; such may or may not be true; it is better to put cost into the choice and cut of goods than it is to buy the children many cheap garments of inferior quality and ornate trimming. In after years they will undoubtedly blame their mother if they have not been taught how to dress.

GOLF CLOTHES FOR CHILDREN

By JOSEPHINE WEYMAN

ISN'T this title ridiculous!

Yet if children played golf they would naturally have to be as comfortably and suitably attired for it as their elders who take so strenuously to the game. Natural human vanity is not the only reason for the adult's demand for proper clothing for his game of tennis, golf, or whatever his particular hobby may be. Rather, he knows that to play well he must have comfortable playing clothes—clothes made for that purpose only, made just as decorative as the designer wishes so long as that original utilitarian need is not forgotten.

But how many parents ever apply this same sensible test to the dressing of their children? Golf is not a children's game, so "golf clothes for children" is not a need in their young lives; but what about mud pies and marbles and jack-stones and building blocks!

Sometime in every child's life each of these may be "his game," the one game which fulfills at that time some particular need for his development. It is through his games that the child grows in muscle control, in deftness of touch, in self-expression. Would you handicap him in his play by garbing him in clothing which binds his muscles and cramps his young limbs?

Think what the result would be to a woman champion's game of tennis should she appear at a tournament in a dress designed for the ballroom—delicate shoulder straps, beruffled clinging tulle! Knowing how a champion plays, I imagine the tulle ruffles and delicate shoulder straps would not outlast the first round of the game, and yet how often mothers dress their children just as inappropriately, send them out to play, and then scold or punish them severely if fine laces are torn and white clothes are bedraggled!

I have seen children sent to the kindergarten, presumably for the good to be obtained there, refuse to participate in the games the other children played because the playing would necessitate their sitting on the floor. Sometimes, if the teacher insisted that they take part in the games, these children became stubborn or almost hysterical in their refusal. Invariably the wise teacher, investigating, found that these poor children had been threatened with punishment by their parents if their clothes were soiled when they came home. What child can play naturally and happily, when required constantly to protect an elaborate dress?

Unconsciously these parents were not only depriving their children of the joy and development which games afford, but they were also denying them the growth which comes from social participation; they were in grave danger, too, of developing clothes-conscious children who would later rank wearing apparel above all else in life and would judge those around them only by the raiment that they wore.

I think that parents too often forget that play to a child is the very business of life. However careless grown up persons may be about their own sport clothes, for the transaction of their business they are generally careful to dress in garments which will aid rather than hinder them. Through his play a child learns some of the great lessons of life. He learns the use of his body; he learns independence and obedience; he discovers the value of compromise and of co-operation. This is his business—this play wherein he learns so much which will help him to live happily with himself and with others. And for this business he must have business clothes, adapted to hard and constant wear—"play clothes" made for play.

CHOOSING THE CORRECT SHOE*

By Charles A. Parker

The shoe is worn primarily for protection of the foot from injuries of a mechanical nature, from chemical irritants, and from extremes of heat and cold, the heavier sole protecting the weight-bearing portion and the thinner upper shielding the non-weight-bearing parts. The shoe should perform this conservative function with the maximum of comfort and safety and with the minimum of discomfort and injury.

With a frank desire on the part of customer and salesman to adhere to these simple but fundamental requirements, rather than to choose vagaries in style and make in the fitting of shoes, there will usually be little difficulty in selecting from a well assorted stock shoes that successfully fulfill these desirable conditions in normal feet.

§2. TYPES OF FEET VARY

But not all feet are normal, an inherent obstacle to shoe fitting, and not all persons are disposed to fit normal feet properly, the cause of even a greater amount of discomfort and deformity.

Abnormal feet may be of the congenital type, as club feet, or the condition may be acquired, as from injuries or disease or from long continued abuse by improper shoes.

Congenital types of deformity are not directly preventable and therefore must be relieved as far as possible by surgery. Acquired deformities from injury and disease are preventable only in such measure as we are able to avoid the sources of their origin; their relief also is surgical.

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Conditions arising from abuse of normal feet, however, are highly preventable and offer the most promising field for prophylactic efforts. Proper education of the customer and the dealer should enormously reduce the number of this largest type of sufferers. Feet of this type, already defective, should be restored as nearly as possible to normal, to facilitate fitting.

With the fuller appreciation on the part of dealer and wearer of the reciprocal relation of foot and shoe, the futility of the wearer demanding from stock a normal fit for an abnormal foot, or the promise of the dealer to cure all foot ills with a certain make of shoe, our education will have truly started and been well on its way towards accomplishment.

No natural antagonism to such a program of improvement exists, as the demand for comfortable shoes is constantly increasing and the desire of the manufacturer to meet the demand and thus legitimately increase the sale of his wares is correspondingly great. But the manufacturer cannot expect to produce custom shoes to fit abnormal feet, nor should the wearer expect his abnormal feet to be properly fitted from stock. For such feet there must be a mutual understanding that the feet shall first be made as nearly normal as possible and then that the shoes shall be specially constructed or reconstructed for the particular feet.

Intelligent co-operation between surgeon and shoe dealer will as nearly as possible solve this part of the problem. Many feet can only be made to approach the normal and the greatest possible relief will be but an amelioration of the abnormal condition.

To pretend to relieve all foot trouble by some special make of shoe is as absurd and misleading as to claim that "Jones' glasses cure all eyes."

It is thus evident that a general knowledge of the influence exerted by these various factors is a very necessary preparation for a proper understanding of the problem under consideration.

§3. SELECTING THE PROPER SHOE

In general, the shoe for the normal foot should be of the size and shape to receive the foot with the comfortable feeling of belonging to it. It should be neither too large nor too small nor of a shape to distort the physiologic type of the foot being fitted. An incurved foot, a straight line foot, or an outcurved foot—each needs its corresponding type of shoe.

The attempt to make all feet of one type so as to correspond to the peculiar shape of some special style or brand of shoe is quite as futile in practice as it is unscientific in conception. As a matter of fact, instead of exerting a corrective force or changing the shape of a defective foot, experience shows that the foot eventually corrects or changes the shoe and makes it take the shape of the foot.

This is familiarly known as "breaking in" the shoe. When it is thoroughly "broken in" it has adapted itself to the shape of the foot and has reached its most comfortable, if not its most effective, stage.

The function of the shoe as a corrective measure is at best very limited. Its principal purpose is protective, a passive function, allowing, when properly chosen, the unhindered development of the foot along normal lines. An ill-fitting shoe, on the contrary, is a scourge and a menace, interfering with normal development and initiating numberless foot ills, with their attendant miseries.

The most important measurement to be considered among the various factors going to make up a fit is the length.

A shoe that may seem long enough while being put on may be found definitely short on standing, as the foot lengthens when weight is put upon it. This measurement should therefor be taken with the wearer standing. It is a practice among fitters to select a shoe from two to two and one-half sizes longer than that obtained from the weight-bearing foot. Short shoes crowd the toes together and force the smaller ones upward and backward, causing corns, hammer toes, and other deformities. The most serious effect, however, is that they disable these toes from exercising their normal weight-bearing function at the last part of each step. Instead of the important part played by the spring action of these toes in normally sharing the weight with the ball, the latter must carry the whole load rigidly and without spring. This develops under the ball a thick, protective callous which becomes extremely painful and disabling. It is one of the commonest forms of acquired foot troubles and is responsible for a large share of the orthopedic surgeon's foot practice. It is commonly and fallaciously designated as "fallen anterior arch."

§4. BALL POINTS MUST BE SUPPORTED

The "ball points" of the foot—the weight-bearing regions at the bases of the great and little toes—should accurately coincide with the reciprocal regions on the sole of the shoe, the posterior border of which is outlined on the surface by an oblique line connecting these two parts where the sole rises toward the heel into the arch or shank. This region is where the sole of the shoe and the foot bend when rising on the toes.

Such a movement causes the upper to wrinkle along a similar oblique line across the top of the shoe. If this region in the shoe is too far in front of the heel the ball of the foot does not reach it, but rests upon the unadapted portion of the shank. If it is too near the heel the ball of the foot lies in front of its proper position and the shank of the shoe loses whatever function it otherwise may have possessed of fitting up to and supporting the arch of the foot. Either condition constitutes a misfit and lessens the comfort and efficiency of the shoe.

The width of the shoe must be carefully adjusted to the foot in this region and to the toes in front to secure the proper snugness for a fit and to avoid harmful compression. Especially necessary is it that the fore part of the shoe be so shaped as to cause no lateral deviation of the toes. The toe may be pointed or rounded, or any shape desired, so long as the particular form is developed far enough in front or is of such shape as not to interfere with the normal position of the toes.

Narrow toes not observing this rule cause corns and bunions.

§5. SHANK SHOULD BE FIRM

The shank, the narrower portion of the sole between the heel and the ball, should be firm, as constituting the artificial floor or supporting structure between the raised heel and the ball, which in the heelless shoe or when barefoot would be the floor itself, a solid unyielding structure. This is the narrowest part of the sole, corresponding in this respect with the narrow weight-bearing area of this portion of the sole of the foot. It is possible that flexible or non-supporting shanks may occasionally serve some minor function in exercising the feet, but they are mechanically unadapted to general use. In most shoes the shanks are firm and perform their supportive function properly. For heavy persons they may need special strengthening.

§6. HEEL CARRIES TWO-THIRDS BODY WEIGHT

The heel is an evolutionary structure. Original foot protectors possessed no heels and barefoot races do not need them now, but with the advent of firmer and better protecting soles necessary to the varied activities of civilized man, the additional height of the back part of the sole was early found to make up the initiative of the step partially lost by the stiffening of the sole, the heel making an incline of the sole with a constant tendency to pitch forward.

It is a fixed factor in the modern shoe. Its position subjects it to two-thirds of the body weight in standing, hence the necessity of its substantial construction. It should be broad enough to continue the leg and foot column down to the ground with the greatest security and lateral stability. The broad heel affords a better protection against sprains than does the narrow heel. It should extend forward far enough to get well under the weight-bearing portion of the heel of the foot. This also increases the stability in backward and forward movements.

The height of the heel is a comprise between the plantigrade and digitigrade types of progression, or between the heel and toe walk of the bear and the toe walk of the horse. As already stated, the original object of the shoe heel is to initiate the step by forward pitching of the body, and within certain limits it accomplishes this function with added efficiency to the individual.

If it is too low the necessary initiative is lost, and if too high there is too much pitch and instability results. Both conditions serve to lessen efficiency.

The most suitable height of heel varies considerably with different types of feet and thus to some degree with the sexes.

The heel cord in the normal foot is commonly supposed to allow the front part of the horizontal plane of the foot, with the ball and toes, to be raised 10 to 20 degrees from the floor when standing on the bare heel with the leg vertical and the knee straight.

§7. HOW TO LEARN LENGTH OF HEEL CORD

There are many variations in this test in apparently normal feet.

A common way to test this on another is to have the person tested sit in a chair with the leg held horizontally out in front with the knee straight. The person seated then draws the front of the foot strongly upwards towards the body without lateral deviation of the ankle. The angle then made by the plane of the sole with the plane of the leg can be very well determined by the eye. It is usually about a right angle. If it is just a right angle or even a little less, that means a fairly long heel cord. The suitable height of heel for men has been found to be about 1 inch. Women prefer it one-fourth to one-half inch higher.

When the test reveals a shorter heel cord, or one not allowing the ball to come up to a right angle, then the higher heel becomes a necessity to assure comfort and efficiency by bringing its weight-bearing column up to where the weight can prop-

erly be brought to bear upon it. If this is not done the ball carries more than its share of the weight with consequent discomfort and disability.

Modern women like and are accustomed to somewhat higher heels than those now worn by men. There should be no difference for boys and girls up to their teens. Even beyond this there is no inherent reason why they should differ, but after the practice of higher heels has become established shortening of the heel cord eventually develops, making a return to lower heels uncomfortable if not disabling.

§8. DON'T GO FROM HIGH TO LOW HEELS

In women who have been accustomed to high heels for years an enforced change to low heels causes disagreeable symptoms, with aching of the calf and even the thigh muscles, owing to the lack of proper adjustment of shoe heel to heel cord.

If all persons were trained to wear only a medium height heel, varying with the ages, it is quite probable that no difference between the sexes would arise, but we know well that this is not now the case, and to contend that all women at present should wear low heels or a single height of heel is quite as unreasonable and trouble-making as are many of the silly practices it is intended to overcome. Feet have individualities that must be considered in their proper dressing.

The excessively high and narrow heel, besides its instability, furnishes a toboggan slide for the whole foot, bringing an excess of body weight on the forefoot and subjecting it to improper stress.

The upper, besides protecting the non-weight-bearing part of the foot, holds the sole to the foot and gives the shape to the shoe. It is open or elastic in front or at the side, to allow the shoe to be put on and taken off and to adjust the shoe to varying shapes of feet.

Generally of leather, it is also made of a great variety of materials, as fancy or fashion dictates.

Its size, shape, and construction, together with the sole, must be such as to conform comfortably to the foot and to satisfy the requirements already mentioned in the fitting of the shoe. Seams must not be placed where they may cause uncomfortable pressure and the lining must remain smooth and in place.

§9. X-RAY AIDS IN SHOE FITTING

The practical application of the X-ray in the fitting room, where the foot may be examined in the shoe both by the salesman and wearer, has done a great deal to enlighten both parties as to the desirable qualities of a perfect fit. Crowding and overlapping of toes, other bony defects, and the relation of the soft parts as well are immediately observed and corrections suggested. Conditions not remediable by shoes also will be discovered.

Special dress shoes, not wholly conforming to the physiologic ideal, may be worn on special occasions with probably very little permanent harm to the feet, although at times they may initiate troubles that require much time and attention to overcome.

Women who suffer from the low heels demanded on the golf course should be allowed heels of the necessary height if they will maintain the same area of ground surface.

§10. FEET SOMETIMES NEED REST

Stockings must not cramp the feet or toes or otherwise interfere with the comfort and fit of the shoe.

It is quite an important matter that all the shoes for one person, excepting possibly the special dress shoe, should have the same height of heel, once the suitable height is determined, and they should be kept in good repair and not allowed to remain unevenly worn.

Rest of overworked feet, as a means of relieving distress oftentimes blamed on faultless shoes, is very commonly overlooked. Overloading normal feet or over-use of the feet soon after an illness, too long walks or walking over rough ground—all may cause distress that no shoe can cure and only rest will relieve.

THE CLOTHING ALLOWANCE

By Jennie Ellis Burdick

How did you and I learn to purchase our clothes? Our knowledge of what to buy, where to buy, and when to buy was not born in us; we acquired it somehow. Most of us gained our information by costly errors in judgment. A fortunate few learned during the growing years under the guidance of a wise mother.

The mother who always does all the family shopping unaccompanied by her children is losing golden opportunities to teach them money-values.

Then, when the times comes when the boys and girls grown big are obliged to do their own buying, they will make foolish mistakes at regrettable costs. There are women who get so much pleasure out of buying that they are as truly selfish about it as some one else is about sharing a box of candy. Some of these women will even buy suits, shoes, and hats for their husbands and grown sons.

Of course no small child should be taken on an all day shopping trip; it is too tiresome for both mother and child. The latter's first lessons in purchasing his clothes should be given in neighborhood stores and should concern one thing at a time. Just what the first article a child learns to buy should be depends upon circumstances. It should be an item in which he is interested. Stockings made a good first object lesson, because they have to be replaced so often that he can soon put into practice what you teach him, and their cost is comparatively small, so that if he makes an unwise purchase the financial loss is not a serious matter.

Let us assume that stockings have been decided upon as the first thing he is to learn to buy. In the beginning it will be better to buy one pair at a time, so that the value of them may be brought within his comprehension. Take him (boy or girl) to the store and let him select the color he wants. Talk with him about the advantages and disadvantages of that color, guiding him toward the choice he should make. Then do likewise about the quality. Show him how to know the correct size—measuring around the fist with the thumb inside. When he has been with you two or three times let him go by himself.

This same plan should be followed with all the little items of his dress, until by the time he has reached the age of adolescence he can purchase wisely all his garments except dresses, suits, and outside coats. During his high school years he should complete his education in personal buying.

Adolescent years generally contain a period when the boy or the girl desire "loud" or "freaky" garments. It may only be a pair of white shoelaces to wear in a pair of black shoes or it may be a suit of startling color or cut. The shoelaces we might let him buy and wear without comment, thankful the craving was so easily satisfied, but the suit is our opportunity to show him how unwise it is to buy any garment which we must wear often and long, if it has a color combination or a style which will make it noticeable to our friends and acquaintances. Let us suppose that Daughter needs a new winter coat and, when you are at the store, you find her heart is set on a bright plaid one. Then you should say to her, "All right, Daughter, you may have that one, if you really want it, but let us consider some things very carefully. First: Are you sure you won't get tired of it before it is worn out? It would be foolish for you to spend so much of your allowance for a garment that you would want to discard before it is worn out. Second: Assuming that you yourself will not grow tired of the coat, you should remember an unusual color scheme attracts the attention of other people, and next winter when you put on this coat, people will notice it and remark that you are wearing your last year's coat. Do you not think it would be wiser to buy a coat that would not impress itself on the memory of others?"

At all times the child should pay cash for his purchases—even if father or mother has a charge account. When he hands to the salesman two dollars for a necktie, he knows that that necktie has cost as much as four fifty cents ones, and that if he had chosen one of the fifty-cent ones he would still have $1.50 for other purposes. But if Son can tell the salesman to charge the necktie to Dad's account, it makes not one iota of difference to him whether the tie cost ten cents or five dollars, or whether he will wear it only once or a hundred times. His only consideration is whether or not he likes the tie; he has no incentive to think of relative values.

At the very beginning of the child's purchasing career, it will probably be wise to give him the amount needed for each purchase, but very soon his allowance should be increased and he should be required to buy from it the item he has learned how to buy. This will teach him the wearing qualities of goods and will show him that oftentimes the fifty-cent article will wear as long as three twenty-five-cent ones. Being obliged to pay for stockings out of his allowance will make him careful not to rub the knees of them on stones when he is playing marbles. It is human nature to take care of that which costs us something. The proverb says: "Easy come, easy go."

Shoes will probably be the first "big" item to be added to the list. When this time comes, do not give him an extra allowance the week he needs shoes; he will miss an important bit of training if you do. It would be far better if you and he observed how many weeks a pair of shoes lasted him, then added to the original cost of the shoes the cost of repairs, and divided that sum by the number of weeks, so that you both know what it averaged you per week to keep him in shoes. Then say to him: "I am going to add that amount to your weekly allowance and hereafter you will buy your own shoes." This will teach him to save money for a purpose.

How much money should you spend on clothes for your boys aged four and fourteen, your girls

aged ten and sixteen? I do not know. I can not even tell you what proportion of your family income should be so spent. The problem is a personal one which each must solve for himself. Circumstances vary cases. For example: Two families, A and B, have exactly the same income. The member of family A do heavy manual work while the members of family B do intellectual work; hence family A will need to spend more for food than family B, which leaves less to be divided among other necessities and pleasures of life. Family B may be obliged to live where rents are higher than that which family A has to pay.

Benjamin Franklin said: "Earn a little and spend a little less." That is the one hard and fast rule for dividing our incomes. Random buying hinders the increasing of the margin between spending and income. So let us teach our children to buy wisely—to buy only what they need, to get full value, and to keep within their means.

MOTHER'S CLOTHES

By Lydia Lion Roberts

"Why mother," cried the little boy, his eyes shining, "you look just like a school-girl in that white waist and blue tie. I like that, wear it again!"

Children do notice mother's clothes and are quite fine little critics. It is interesting and profitable to question the reasons for their approval or disapproval of various dresses, and a wise mother will talk over her clothes with the children. If she explains the reason she chose a certain color, how she matched her hat to her gloves, why this cloth is stronger than something else, and all the little effects that combine thrift and good taste, the children will not only be pleased at her confidence in their understanding, but will absorb much useful knowledge about clothes.

Sometimes a mother does not realize the pride and interest which the children take in her clothes.

"I like to go out with you since you made that new skirt," said a little girl, "the other one didn't look so nice."

If a mother gets careless or discouraged and lets her clothes lose their charm, the children resent it even if they do not voice it. It is only fair to the children for mother to spend as much effort and thought on her own clothes as she does on their fascinating apparel, and then in later years they will not demand everything, but will want mother to have pretty things too.

It pays to understand and weigh a child's remarks about clothes as that is one way of learning how the little brain is working. A mother came into the room where two boys were playing and showed them her new silvery-gray straw hat.

"You look just like a hearse," announced the younger boy delightedly.

The remark was rather startling, but the mother smiled and said, "Do you like this hat?"

"Oh, yes, it's so shiny and pretty,," replied the boy, "and I like the silver look."

"Did you see anything to-day about that same color?" asked the mother, still searching for the reason back of that first remark.

"Yes, I saw a carriage all silver and shiny like your hat," nodded the child, "and brother said it was a hearse."

The connection was explained, for, childlike, he had connected the first gray hearse he had seen with the silvery gray hat. His mind was grasping the fact of a new color effect. If the mother had been irritated at his impulsive remark, or had laughed it away, she would have hurt the child and driven his new thoughts and confidences back into himself.

To dress tastefully, to bring the children into companionship with mother by sensibly discussing clothes and the art of dressing, to make it a jolly, festive occasion when mother has something new, is to realize that in the development of the child life an important part is played even by mother's clothes.

Heavy my heart is, heavy to carry,
Full of soft foldings, of downy enwrapments,
And the outer fold of all is love,
And the next soft fold is love,
And the next, finer and softer, is love again,
And were they unwound before the eyes
More folds and more folds and more folds would unroll
Of love—always love,
And, quite at the last,
Deep in the nest, in the soft-packed nest,
One last fold, turned back, would disclose
You, little heart of my heart,
Laid there, so warm, so soft, so soft,
You, little heart of my heart.—*E. Nesbit.*

REST

TIME-TABLE FOR SLEEP

AGE	TOTAL HOURS OUT OF EACH 24	HOURS AT NIGHT	NAP
Birth	22 hours		6 hours { 3 hrs. a. m. 3 hrs. p. m.
to			
Six months	18 hours	12 hours	
to			4 to 2 hours
One year	16 hours	14 to 12 hours	
to			2 hours
Two years	14 hours	12 hours	
to			2 hours
Three years	14 hours	12 hours	
to			
Six years	13 hours winter	13 hours winter	2 hours summer
to	14 hours summer	12 hours summer	
Nine years	12 or 13 hours	12 or 13 hours	additional nap in summer
to			
Seventeen years	10 or 11 hours	10 or 11 hours	additional rest period during hot part of day in summer months
to			
Twenty years	9 or 10 hours	9 or 10 hours	

SLEEP AND REST

By Mrs. Max West (*with additions*)

The infant brain increases its size two and one-half times in the first year, a greater growth than takes place during the remaining years of life. At the same time this enormous brain development is taking place, the other organs of the little body are growing rapidly. During sleep the body tissues are recreated and the energy and materials needed for the activity of the waking hours are stored up. It is manifest, therefore, that the baby must have a correspondingly large allowance of sleep. He should be provided with the best possible sleeping accommodations, so that the hours of sleep may be of the greatest value to him. He should always sleep in a bed by himself, and whenever possible, in a room by himself where he need not be disturbed by the presence of other persons and where light, warmth, and ventilation, may be adjusted to his particular needs. Not a few young babies are smothered while lying in bed with an older person, some part of whose body is thrown over the baby's face during heavy sleep.

§2. REGULARITY

A baby should be trained from the beginning to have the longest period of unbroken sleep at night. Some babies get a wrong start in this respect and make trouble by turning night into day. A strong argument in favor of the three hour nursing interval is that it does away largely for the need for waking the baby to nurse. Nature intends that the baby shall awaken when hungry, and this normally occurs about once in three hours, in a healthy baby, so that with a little care the regular feeding interval can be made to coincide with the normal periods of waking. If the baby is still sound asleep when the three hour period has come around, he should be gently aroused and put to breast. This will involve little shock to his nerves

because he will be about ready to awaken in any event.

For the first months the baby will probably sleep both morning and afternoon. As he grows older these two naps will be merged into one, and an effort should be made to have the longest waking interval in the afternoon, gradually training the baby to stay awake long enough at that time to be quite ready to drop off to sleep for the night as soon as he has had his supper. For the first few months, he will be fed again about 10 o'clock, but after that he should not be taken up. He must be made comfortable in every way; the light should be put out, the window opened, his covers adapted to the temperature; but after the mother has assured herself that everything tending to his comfort has been attended to, she should not go to him when he cries, if he is a perfectly healthy baby. A few nights of this training will result in entire comfort for the baby and the family, while the opposite condition will make the baby a tyrant who ruthlessly spoils the comfort of the entire household.

§3. NAPS

As the child grows, the waking periods are prolonged, but at all stages, the child has far greater need for sleep than the adult. The nap should be taken until the child can no longer be induced to go to sleep in the daytime. It is a wise precaution to have all growing children rest for a while in the afternoon, even if they do not sleep. Plenty of sleep is of special importance in this day when so many parents are nervous and high-strung. Children of such parents, or those who are inclined to delicacy or any form of illness, are particularly in need of large amounts of sleep in order to give the body even more than ordinary opportunity to build up its weakened tissues, and increase its resistance.

§4. CONDITIONS FOR GOOD SLEEP

Healthy sleep depends upon many conditions. The bed must be comfortable and clean, and the room should be abundantly supplied with fresh air. For very young or delicate babies, the temperature of the sleeping room should be kept at about 65° F. After the baby is three months old, the temperature may be permitted to fall to 55° F., and during the second year, 45° F. Strong and healthy babies are quickly accustomed to cool and even cold sleeping rooms and usually sleep more soundly and keep themselves better covered than when sleeping in warm rooms. In the severe northern winter, where the temperature drops many degrees below freezing, before morning, the baby must wear a flannel nightgown over the cotton one. The sleeves should be pinned together over the ends of the fingers so that the hands will be covered. A very soft flannel night cap may be needed, and hot articles such as hot water bags or bags of sand or salt, may be placed in the bed, great care being taken that they are covered in such a way that baby cannot be burned.

Comfortable sleep during the hot portion of the year is more difficult to secure. The most airy room should be chosen and all the baby's clothes removed save a diaper and a very thin cotton gown with loose sleeves. It is better if possible to keep the baby outdoors during the late afternoon and evening, until the rooms have cooled. If there is a screened porch, he may sleep out all night with sufficient protection from sudden changes in the weather. Outdoor sleeping is often a great source of health to children, and a little ingenuity will make this possible at slight expense. Outdoor sleeping in summer, both by night and day, is excellent for the baby after he is a month or two old, provided always that he is protected from flies and mosquitoes, shielded from the sun and wind, and is covered warm, if there is a sudden drop in the temperature. If there are no sleeping-porches, it is often easy to attach or extend them to roofs of one-story additions which are accessible from the second-story windows of the main part of the house.

The room should be darkened, but not oppressively so. Many children and not a few adults sleep much better if there is a faint light, such as may come from the moon, but no artificial light should be allowed to burn in the room all night.

A child should never be put down to sleep in all his clothes. His shoes especially should be removed and unless the weather is very cool, it is better to remove the stockings also, but the baby's feet must always be kept warm. A child should always be completely undressed when he goes to bed; none of the day clothes should be worn at night. If it is so cold that it is necessary for the child to wear a shirt at night, a change should be made from the one he has been wearing. Day clothes should always be thoroughly aired, ready to be put on again the next day. Likewise, all night clothing should be well aired during the day.

Not only is it important for a baby to sleep a sufficient number of hours out of the twenty-four, but he should sleep soundly while he is at it. To insure this he should be protected, so far as possible from loud sounds, strong light, and tactile sensations of every sort. Young mothers are

liable to make the mistake of disturbing their babies by unnecessary attentions. The less done to a baby while he is asleep the better. Very often babies are kept awake by the mistaken ministrations of solicitous mothers, who fail to appreciate the fact that their babies' whimpering is in reality an appeal for sleep. A point, too, well worth emphasizing in this respect is that water given just before bedtime results in bed-wetting and consequently is an unnecessary disturbance.

Altogether, a maxim well worth bearing in mind at bedtime is: "Let well enough alone."

§5. SLEEPING BAGS

It is so difficult to keep a child covered, especially in cold weather, that many mothers have adopted sleeping bags for their children. These bags are most easily made by folding a small blanket in the middle and sewing up one end and the side opposite the fold. At the top (the open end) there should be strong hooks and eyes or snaps at intervals of a few inches. The child is put into the bag and the hooks fastened so as to hold the top of the bag around the neck and over the shoulders. If desired, it may be left open the rest of the way so that the child can get his arms out or it may be hooked all the way. One way to prevent thumb sucking is to fasten the bag so that the child cannot get his hands to his mouth. The bag may be made of any material; an all wool blanket is best in winter, but muslin will answer for summer. It should always be roomy so that the child can turn and move freely about inside. An added device is to fasten tapes to each of the lower corners of the bag and tie them to the corners of the bed or crib. When the child is thus fastened loosely within the bed, the ordinary bed covers may be drawn over him without fear that he will kick them off or carry them off with himself as he turns.

§6. BEDS

The first bed may be made from an ordinary clothes basket or from a light-weight box. Table padding or silence cloth, folded to four thicknesses, or a large blanket folded to eight thicknesses, makes a very good mattress because it is readily washable. When washed, it should be hung outdoors to dry. A pillow-case of rubber sheeting or rubberized cloth should be made and used as a cover for the folded padding or blanket. This in turn should be slipped into an ordinary muslin pillow-case. For the upper coverings use light-weight woolen blankets. Cotton blankets are heavy and do not give the equivalent in warmth. The sheet for covering the baby should be torn 14 inches longer than twice the length of the blankets and two seams wider. Use two inches from each end for hems. Fold up one end to within 10 inches of the other end and seam the two sides. The result will look like a pillow case, one side of which is 10 inches longer than the other. The blankets are to be inserted in this case and the flap pulled over and fastened with buttons.

For the older child a metal crib with a firm spring is desirable. The mattress should be an inexpensive one which can be destroyed if it should become soiled or in case of contagion. A sanitary crib mattress may be made by stuffing bed ticking with excelsior which can be renewed as often as necessary. Sphagnum moss or straw can be used in the same way. The mattress cover can be made of bed-ticking or of heavy unbleached muslin which can be emptied, washed, and dried in the sun at intervals. In case excelsior or straw is used for the temporary filling it should be made as level and smooth as possible, and a piece of soft felting or a small comfort should always be placed over the mattress to soften the rough surface. Since a rubber or oil-cloth sheet is both hard and cold, a soft pad should always be used directly underneath the baby. The metal beds in common use are easily kept clean and are very suitable for children and also for older members of the family. Each child in the family should sleep in a separate bed, and whenever possible, in a separate room. If necessary to have more than one child in a room, the sexes should be kept separate.

§7. PILLOWS

A baby will breathe more easily and take a larger supply of air into the lungs if no pillow is used. If the mother desires, she may place a clean folded napkin or some other clean soft cloth under the baby's head, but it should not be allowed to raise the head appreciably. Toward the end of the second year, a thin hair-pillow may be used. Feather or down pillows are unduly heating to the baby's head.

§8. WHEN THE BABY'S SLEEP IS DISTURBED

If any baby gives vocal solos when he ought to be quiet, one of the following reasons may be sought:

Perhaps he had too long-continued sleep in the afternoon.

Perhaps he was played with too much and got too excited just before it was time to put him down.

Perhaps mother rocked him ("churned" him, rather) and he demands an encore.

Perhaps there is too much light in his eyes.

Perhaps his pillow is too big.

Perhaps he does not have enough fresh air.

Perhaps he wants to be turned over. Sleeping cannot always be done thoroughly on the same side. Some babies prefer to sleep on their stomachs.

Perhaps he is too cold. Perhaps he is too hot.

Perhaps there is too much noise.

If he is a nursling, perhaps his mother's condition is the cause.

EXERCISE

THE BABY'S OUTINGS

By Mrs. Max West

Keep the baby out of doors. Except in the cold northern winter, begin when he is two weeks old to take him out for a few minutes every day in mild, pleasant weather, increasing the time gradually until he is staying out most of the time. Hardly anything will do more to insure a healthy babyhood than this, and the result will well repay whatever trouble is necessary to secure it. With the exceptions mentioned below, a baby may spend practically all the time out of doors, both sleeping and waking, if there is some one to look after him to see that he is protected against sun, wind, extremes of temperature, storms, dangerous insects, and accidents. A young baby may stay in his carriage or crib on the porch, on the roof, under the trees, or in the backyard, where the busy mother can look after him; older babies who need exercise may be kept in a creeping-pen either on the porch or in the yard. If it is not feasible to provide outdoor sleeping-places, at least the windows of the nursery should be kept wide open most of the year.

§2. WHEN NOT TO TAKE THE BABY OUT

No baby should go out in below-zero weather. When the temperature is lower than 20 degrees above zero (except during the height of bright days), or when there is a heavy storm in progress or a high wind blowing quantities of dust about, it is best to give the baby his airing indoors or on a protected porch. Dress him as for going out, open all the windows wide, and let him remain in the fresh air for some time. Very young or delicate babies require much warmth and must be well covered to protect them from chill. A baby under three months of age should not be taken out in severe weather.

When it is excessively hot the baby should be taken out early in the day, then kept indoors during the hottest part of the day. From that time on until the rooms have cooled in the evening he should be kept out, being well protected from mosquitoes. If a screened porch is available, the health and comfort of the baby will be very much increased.

§3. BABY VEHICLES

The choice of a vehicle is a matter of great importance. The folding cart, which may be taken on the street cars, permits mother and baby to go out many times when it would not otherwise be possible. The great convenience of this cart can not be denied; but such carts should be used only for the purpose for which they are intended, namely, to convey the baby short distances, and not as pleasure vehicles; nor should the baby be left to sit in one of these small carts for any great length of time.

Some of the go-carts of the present day are so small, stiff, and ill adapted to the baby's anatomy that they can hardly be recommended even for temporary use. Also, they are so close to the ground that the child is propelled through only the lower and colder air currents, which fling an unending stream of germ-laden dust off the street into his face. They frequently have no cover with which to shield the baby from heat or cold, or sun or wind, and in cold weather it is impossible to keep him sufficiently warm. The best vehicle for ordinary use about the home is one which is at least two feet high. It should have room for the baby, with the necessary wrappings, in any position, and a cover that can be readily adjusted to secure the needed protection; it should have strong, well-balanced springs, and stand squarely on four wheels. For the baby who sits up, a safety strap which fastens about his waist gives greater protection than the ordinary carriage strap.

Carriage outings which are, at best, not an unmixed advantage to the baby, often afford the

only available means for giving him the outdoor air. The lack of exercise and the more or less rigid position maintained for considerable periods of time is wearisome. Also it is no doubt true that a baby sent out in charge of another child, or of some person not altogether competent to judge of his comfort, is often neglected. A more wholesome and natural place to give the airing is in the yard or on the porch, where he can be under the mother's supervision.

BABY'S EXERCISES

The baby needs exercise every day to develop his muscles. Waving his arms, kicking his legs, and crying are the means by which he gets this needed exercise.

His clothing should be loose enough so that he can toss his arms and legs about when he is awake, but there should also be every day a regular time in which he is permitted even greater freedom in using his limbs. The best time for this is immediately following his bath. Let him lie in the sun without any clothes on for half an hour. Of course, he should not be in a draft. This sun bath not only gives him the opportunity of exercising the muscles of his body, but also gives his body the benefits to be derived from sun and fresh air.

When the baby is a few months old, he will try to turn himself over. Now is the time to begin watching him very closely, because as soon as he learns to make a complete turn he is quite apt to roll himself from one place to another and if he is lying on the bed alone and unprotected, he may get a bad fall to the floor.

At about six months of age the baby should be put on the floor with space enough to crawl. Mothers often object to doing this because they are afraid that the baby will take cold and they know that he will get dirty on the floor. These are both good objections, but neither one is unsurmountable. In the winter-time there should always be heat in the story of the house below the room in which the baby is placed on the floor—if the nursery is on the main floor of the house, there should be heat in the cellar. Even so, a baby should not be placed on the uncovered floor. There should be a blanket or thin mattress on which to put him. As he grows stronger, he will want to crawl off the mattress or blanket. Then comes the trouble of keeping him clean.

§2. BABY PEN

A baby pen will solve this problem. It is not necessary to buy an expensive one. A smooth board, 12 inches wide and 8 to 10 feet long can be used to shut off one corner of the nursery or porch. If it is summer-time, the blanket or mattress can be put on the grass in the back yard, four stakes driven into the ground at the corners, and a tennis net put around the outside of the stakes. The baby pens which can be bought ready-made have two advantages: First, they can be moved from one place to another; second, the sides are made of upright pieces with no cross pieces on which the child can climb. When the baby is about ten months old, for the mattress or blanket may be substituted a large tray of sand. Of course, the sand should be kept clean and dry. He will enjoy rolling and crawling in it and letting it trickle through his fingers.

§3. STANDING AND WALKING

About the eighth month the baby will pull himself up on his hands and about two months later the mother will be surprised one day to find him standing on his feet holding on to the side of his crib, his pen, or a chair. At first he will not stand for many seconds, but gradually the time will lengthen and then he will begin to take a few short steps still holding tightly on to some support. Somewhere between the twelfth and fourteenth month, the average baby will take his first step alone, and after that first step it will seem no time before he is running about the house and yard. Some babies do not stand or walk as early as those ages we have just mentioned. They should not be hurried. A baby will walk when his muscles, limbs, and joints are capable of supporting him. If he is forced to stand upon his feet before he does it voluntarily, he may develop weak ankles, flat feet, bow legs, or knock knees. Just why one baby makes attempts to stand and to walk earlier than another is hard to say. We do know that if a baby has been ill, if he is overweight, if he has not been given sun baths, or if he has not been permitted to crawl on the floor, he will not begin to stand or walk at an early age.

§4. HELPING A BABY TO EXERCISE

Father and mother plays have a definite value in the physical education of the child as well as in his mental development. The first plays to be

taught should be pat-a-cake and telling how big he is. These exercise the arm and trunk muscles. Baby-walkers and rocking-horses help when the child is about ten to twelve months of age, but if they are used the mother must watch the baby carefully because it is very easy for him to become overtired in either one of these mechanical contrivances.

KEEPING A WATCHFUL EYE ON THAT ONE-YEAR-OLD CHILD *

By H. S. Stevens

He is not old enough to climb back-yard fences, and it seems whole ages before he will be off on those fearsome bicycle rides to heaven only knows where.

Yes, that one-year-old youngster seems to be safe enough from harm as he creeps around over polished floors and woolly rugs. Probably he is. But an accident so slight as to bring only a few tears to the eyes of an older child may seriously injure the one-year-old.

So after the mother has made sure that he cannot tumble down the back stairs, that there are not any open windows that he can reach, and that no loose pins or buttons are lying around where he can pick them up, she should take another thoughtful look about. It is just possible that something has escaped her, that some innocent looking object is going to get baby into trouble the minute she turns her back. This once she should deliberately hunt trouble. If she does not, baby will, and he will find it, too.

§2. CHECKING UP ON POSSIBLE DANGERS

The mothers should look about the room and mentally check off its furniture and its nooks and corners.

Are there, for instance, any heavy urns or pedestals that baby could pull over on himself—a dictionary on a stand, a pile of magazines on a davenport table, an iron floor-lamp, a heavy plant or jardiniére?

The one-year-old is ambitious in his creepings and standings and tuggings; he grasps anything within reach. He sees no difference between the firm legs of the buffet and the more wabbly foundation of the rubber plant. It does not take an exceedingly bulky or sharp object to cause a painful—even serious—injury to his head and body.

One should be sure that no tablecloth on which glass or other objects are resting can be reached by him. A goldfish bowl slides easily over the surface of the table, and the overhanging edge of the tablecloth may provide an easy means for him to pull it over on himself.

§3. PROTECTING CHILD FROM ELECTRIC APPLIANCES

There may be an electric light socket under the table; it should not be exposed so that he can reach his tiny fingers into the connections. It is wise to check up on all electric appliances. A shock or a burn may cause many an anxious hour.

If the washing machine is kept in the kitchen, the mother should take special care to keep him away from it. While the machine is running she should be especially sure that baby is in a safe place. He can easily creep up unheard, when the mother's back is turned, and get his fingers caught in the gears or other moving parts.

At times when it is necessary to have the child in the kitchen, the mother should keep a watchful eye on his playthings. Knives and forks may furnish him amusement, but there is a chance that he will tumble with one in his hand, and the accident might disfigure him for life.

His high chair should be placed with care, so that there is nothing he can push his heels against and thus tip the chair over backward. If he can reach a table drawer, the mother should see that there are no objects unfit for playthings, such as shoe-polish and stove-blacking. Or there may be a gas-jet that turns easily enough for him to open it.

Another little danger that may have passed unnoticed by mothers comes from allowing the child to play in front of portières. Suppose his play-pen or crib is standing before closed portières, just as some one comes walking hurriedly through, perhaps carrying a chair in front of him. Baby could easily suffer a bad bump.

§4. AVOIDING INJURIES FROM SCALDING

Often one reads in the papers of accidents by scalding with hot water or fat. The mother should be positive that such a thing cannot happen in her home. If there is a shower bath with a chain valve, baby should be protected against pulling down a flow of scalding water on his head.

*Reprinted from *Hygeia* by permission.

The windows should be watched. Playing on a bed, a boy recently bounced himself right through the glass of a window of a New York apartment building. His older sister, playing with him, fell also, as she leaned, frightened, over the sill.

It is quite possible for an adult to be rocking in a chair, without noticing the pitter-patter of a little creeper coming up behind. Rocking backward on a wrist or arm may cause a good cry only, but then again it may be more serious.

Mothers have often been told of the danger of an infant inhaling zinc stearate powder. If this dusting powder is used, it should be kept in a safe place, with the cover tightly closed. Lye and other poisons have caused many fatal accidents.

Inhaling coal gas is not often fatal, but if the home is heated with hot air registers, one should take precautions against coal gas tricking through a leaky furnace and up the register. Continual breathing of coal gas, even if in so slight a quantity that it can scarcely be noticed, is not good for one-year-old lungs.

If there is a garage built into the basement of the house, the father should take heed both for baby's sake and for that of every one else in the house not to run the engine while the car is standing indoors. An auto exhaust emits the deadly gas carbon monoxide. It is colorless and practically odorless. It is light, and rises quickly. Running the engine only a few moments will send off enough of this gas to poison the air of the whole house. Almost every day tragedies occur in this way.

§5. LOOSE PARTS OF PLAYTHINGS

Baby's dolls and playthings should be examined occasionally to see that there are no loose beads or other parts that he can pick off and swallow. Rubber dolls that squeak contain small metal valves, which often become loose and drop out. One should always be on the alert against objects small enough to be put in his mouth.

This is by no means a complete list of little lurking dangers. Some of them probably seem like unnecessary worrying; some do not apply to all homes. But parents should be alive to the possibilities and should use their imaginations. Thus they may avoid many trying incidents of babyhood and save their children many injuries.

STRENGTHENING THE BODY

By William J. Cromie, Sc.D.

Assistant Director and Assistant Professor of Physical Education, University of Pennsylvania

Most every uninjured man who served his country during the late war will testify to the fact that during his service he gained in bodily health and strength. Why was the body strengthened during his stay in camp and field? It was due to the changed conditions of living. His physical exercise was regular and systematic. His food was well selected and nourishing. His sleep was adequate and restful. He lived much in the open air and the hygienic conditions were the best that camp and field could afford.

The preparation of the soldier was necessary in order that he might during warfare withstand hardship such as fatigue, hunger, loss of sleep and the extremities of heat and cold. A similar preparation is just as essential for the civilian in the office, shop, factory or school in order to fight successfully the great battle of life.

§2. EXERCISE

The first and best method of strengthening the body is by engaging in daily muscular exercise. Hardly any person of intelligence will deny the benefits of scientific, systematic, physical training. It is just as necessary to exercise the body as it is to breathe pure air and eat nourishing food. In fact, one must perform manual labor in order to liberate the energy which is necessary for digestion, assimilation, and excretion.

The human body is a highly complicated machine, comparable to a well-organized fighting army. Each cell is a soldier, every organ is a brigade. The central nervous system corresponds to headquarters and field telegraph or "wireless," and the alimentary and circulatory system answer to the commissariat. Some well meaning persons

would like to dissociate physical from intellectual training, but this is wrong and unnatural. It is just as necessary to exercise the muscular system in conjunction with mental training as it is for a general of the army to have soldiers.

The human body, then, is a well-organized machine, whose function it is to transform potential energy into free or active energy. This transformation is effected in and by the protoplasmic cells which make up the necessary tissues of the various organs. The tissues transform the latent energy of food, which they derive from the blood, into active energy, which is used in the work of the organs of the body.

The various forms of tissues which go to form organs have their work to perform. Each assists the other. The leading kinds of tissue of which organs are composed are muscular and nervous. These tissues constitute the essential parts of the body's machinery, whose action brings it into relation with objects external to it. The other tissues, for want of a better name, might be termed tissues of digestion and tissues of excretion. The rest of the body is constantly engaged in preparing food, in order that the muscular and nervous tissues may construct it into their own substance easily, and it also serves to receive waste matter which arises in the tissues, and readily eject it from the system.

One set of soldiers prepare the food and clothing under the commissariat, and another set inspect the camp and keep it in proper sanitary condition. It is upon the evenly balanced working of the two sets of soldiers that the health and efficiency of the army depends. The same is true of the human organism; its smooth working is called health, its disordered working disease, and its stoppage death.

Just as constant activity is the watchword of an efficient, healthful army, so should daily muscular exercise be the keynote if one would harden and keep in a healthful condition the various bodily tissues.

The first essential in intelligent physical training is correct bodily posture. One is immediately impressed by the erect, manly bearing of the well-trained soldier. The cadet is constantly reprimanded by his superior officer if he allows his body to sag forward. He is taught to keep his head up at all times. The writer would rather see a youth so straight that he would lean slightly backward, than to see one with body drooping forward. If you would know the correct posture, stand with the back to a smooth wall, and have the head, shoulders, hips and heels touch it. Try to keep these parts of the body in a straight line, as this in itself is an excellent exercise.

"Hiking" or walking is an exercise that is much in vogue in the army. The civilian would do well to imitate the soldier in this respect. Walking is not, as some seem to imagine, a leg exercise alone, but it also is an exercise of the heart and lungs. It may be employed under almost any condition, time, or place, as it is easy to secure, pleasing, beneficial, and safe. In a six mile walk, by swinging the arms, the motion of the legs and exercise of the two hundred or more muscles with each step one makes five million, four hundred thousand muscular movements of the body. From the standpoint of physics, a six-mile daily walk is equivalent to the lifting of one hundred and fifty tons one foot high.

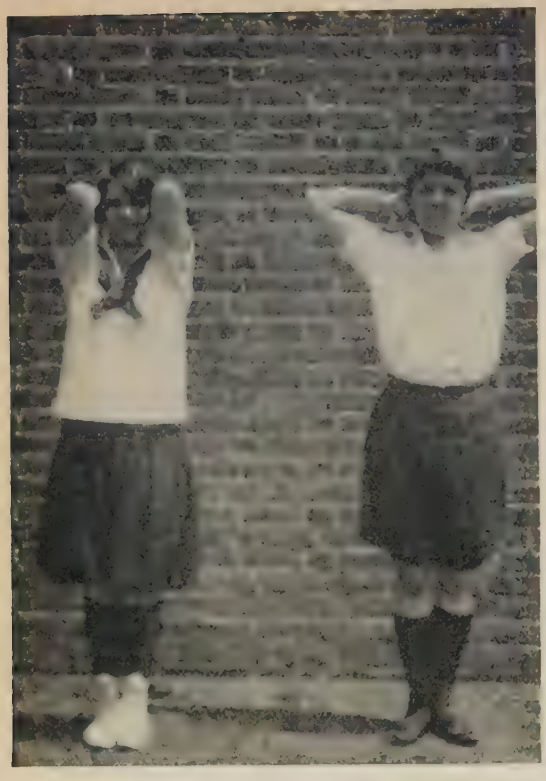
Swimming is an ideal exercise for strengthening the body. It is valuable because it develops the body symmetrically and thoroughly; it is a pleasant mode of recreation; it is hygienic, due to its curative and health-giving agencies; and, above all, it is often the medium employed in protecting and saving life. Swimming develops and strengthens every muscle in the body. It causes deep breathing and so improves the wind. In cool water the temperature of the body is lowered, and in order to regain this lost heat the heart must work harder. Again, in the case of the regular swimmer, nature compensates by adding fat, in order that he may withstand the cool effects of the water. Swimming is also a corrective exercise, as it straightens a round back and contributes toward an erect, graceful carriage of the body.

There are in this country every summer thousands who through inabiltiy to swim are drowned by the capsizing of boats and other accidents in the water. Every boy and girl should be required to learn the art of swimming before leaving their teens in order that life may be conserved.

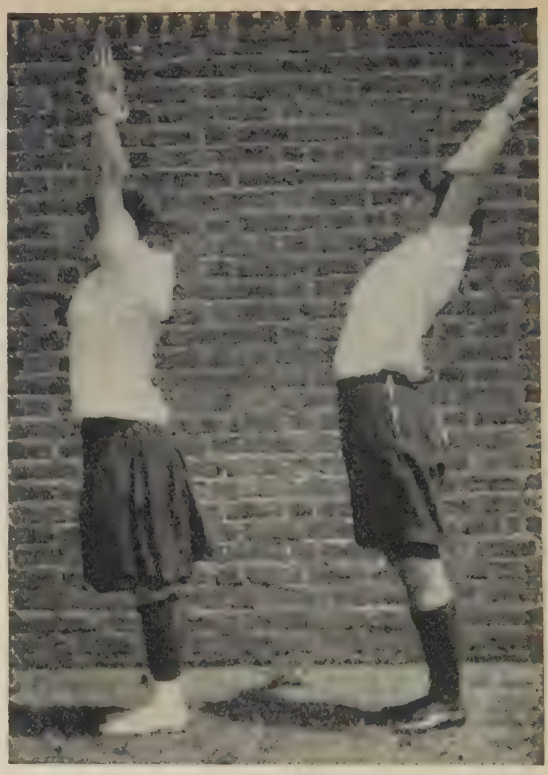
Walking, swimming, bowling, cricket, golf, and horse-back riding are excellent exercises for strengthening the body and may be freely indulged in between the ages of twelve and sixty. Boxing, wrestling, mountain climbing, and rowing, should be confined to the ages from sixteen to forty. "Setting up" exercises, such as are employed in the army and navy, may be included as they do not unduly tax any group of muscles.

§3. SETTING UP EXERCISES

The best setting up or calisthenic movements are those that bring the large muscular groups of the body into vigorous action. One would do well to perform eight or ten such exercises as herein suggested so that one from a muscular standpoint may keep physically fit.

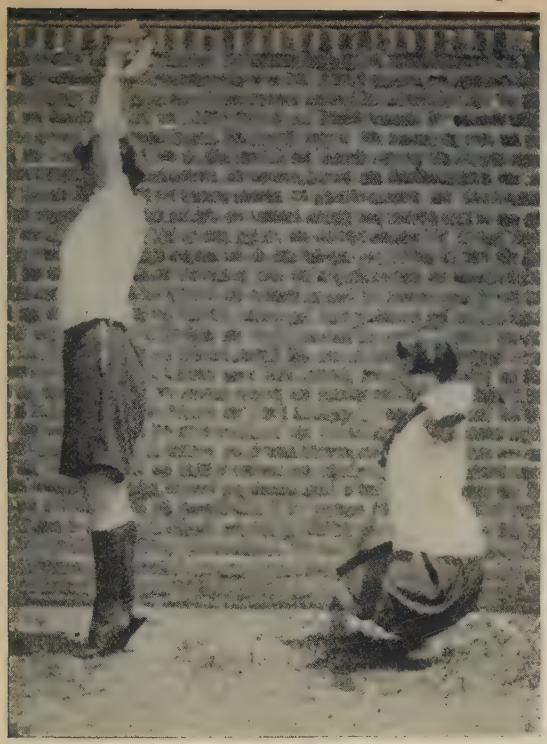


First exercise:—Clasp hands behind head, throw the chest out forcibly, draw in the abdomen, and force the elbows back as far as possible. Keep the head up. Ten to twenty times each.



Second exercise:—Raise the arms overhead. While in that position, bend the trunk backward, lower the arms and repeat ten to twenty times each.

Third exercise:—Lie on the chest. Place the hands on the floor under the shoulders and push body from floor till arms are straight. Lower body. Two times the first day and increase one each day till ten or twelve push ups are accomplished.



Fourth exercise:—Raise on toes and at same time raise the arms forward overhead, stretching upward as high as possible. Lower arms and heels. Now bend the trunk forward and grasp ankles without bending the knees. If you cannot grasp the ankles at first, persevere until you can. Start with five times and increase daily till you can do it ten to twenty times.

Fifth exercise:—Feet apart thirty inches. Raise arms sideward shoulder high, hands closed and turn body to right, then left. Keep the arms in a straight line and well back while turning. Ten to twenty times.

Sixth exercise:—Lie on the back; keep the legs straight and raise the right leg, then the left, about twelve inches from the floor, ten times each. Raise both legs together ten times. After a few weeks add the exercise of raising the trunk from the floor to a sitting position. Five times is enough at first, then increase one each day till twelve or fifteen are performed.

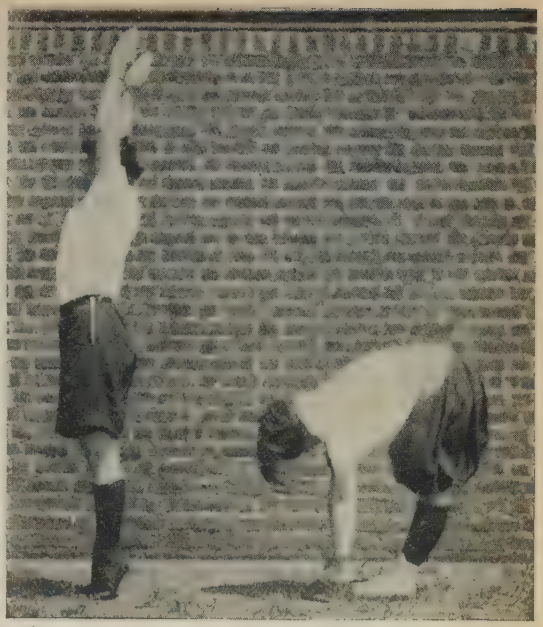
Seventh exercise:—Feet together, right hand on hip, left arm overhead; bend to left; reverse arm positions and bend to right. Ten to twenty times.

Eighth exercise:—Place hands on hips, kick as high as possible with the right leg, then left. Do not bend at knee. Ten to twenty times.

Ninth exercise:—Run without gaining ground. Hands on hips and bring one knee up after the other as fast as possible. The nearer the knee approaches the chest the better. Forty to fifty times.

Tenth exercise:—Raise arms over head, taking deep breath. Hold the breath, bend forward and endeavor to touch the floor with finger tips. Return to arms over head. Lower arms and breathe out. Eight to ten times.

If one's muscles become sore and stiff after doing these movements, it reveals the fact that he needs exercise. Keep at it and the soreness will disappear in a few days. The number of times suggested here may be too much for one and not enough for another. All are not constituted alike, hence each must determine his individual requirements. The best time to exercise is in the morning, although any time is better than the omission of this important body strengthening process.



CORRECTING PHYSICAL DEFECTS

By William J. Cromie, Sc.D.

Assistant Director and Assistant Professor of Physical Education, University of Pennsylvania

ROUND SHOULDERS

The spinal column or backbone consists of twenty-four vertebræ, the sacrum and the coccyx. The vertebræ are irregular in shape, and consist of a body and an arch. These have projections called processes, to which muscles are attached. Between the vertebræ are cushions called fibro-cartilage which are tough and elastic. These serve as springs in the spinal column and allow motion. The first seven bones of the vertebræ from the neck downward are the cervical, the next twelve are the dorsal and the lower five the lumbar.

There are three physiological curves in the vertebræ; the cervical and lumbar which curve forward and the dorsal which curve backward. Robert W. Lovett, M.D., in his book on "Lateral Curvature of the Spine and Round Shoulders," gives four kinds of back deviations: round back, round hollow back, round upper back, and flat back. We shall treat all of these as round shoulders, because they are all more or less corrected by exercises herein described for round shoulders. When the curve in the region of the shoulder blades becomes too great the shoulders are drawn forward and the chest flattened. The head is carried too far forward and the abdomen protrudes.

§2. *Causes*

The causes of round shoulders are those general conditions which produce muscular or constitutional weakness, like rapid growth, overwork, bad air in schools or the home, acute illness, unhygienic surroundings, or general lack of exercise. Again, occupations, study and school work which demand long-continued bending forward of the spine during the period of growth are responsible for this physical defect. Another cause which is responsible for this condition is the improper adjustment of the weight of the clothing on the shoulders. This is a frequent deformity among school children and it is said to occur in almost twenty per cent of college students. The age of occurrence of round shoulders covers the period from shortly after the time that walking begins to adolescence; most cases are seen by the surgeon in middle childhood and about puberty, when,

A B

EXERCISE 1

among girls, especial attention is paid to the figure and carriage. It is probable that a weakness of the will is a more important cause than weakness of the muscles.

Round shoulders are not likely to be outgrown, as the victims usually become permanently and structurally set in the faulty position with flattened chest walls and distorted figure.

§3. *Treatment*

Some cases of round shoulders are more easily corrected than others. Shoulders which are slightly rounded may be flexible and will respond readily to pressure or exercise. One child at the command to "straighten up" may do so readily, while another whose deformity is more marked or of longer duration cannot straighten fully on account of the resistance of the rounded back. It is important then in the treatment of this defect to be able to recognize the flexible from the resistant back. Teachers are often unjust to pupils when they ridicule them because the command to sit straight is not obeyed. A child with a resistant back simply cannot obey the order.

The treatment should consist of improved hygienic conditions and exercise. The patient should have the best available surroundings as to light, air, and food, because usually he is underdeveloped muscularly and has not the constitutional resistance or will-power of the average person. On account of children not being properly fed in the congested portion of our large cities many of the schools have inaugurated a substantial lunch for these youngsters, with marked beneficial results. The muscle fatigue that comes on from the strained fixed positions among school children must be avoided by every available means. School furniture should be adjusted to prevent undue bending of the back and forward bending of the head during reading and writing. Errors of sight should also be corrected by the wearing of proper glasses. Clothing should be examined and when found to be supported from the tip of the shoulders the garments should be altered to bring the pressure in toward the root of the neck instead of out on the shoulders.

One of the first exercises in the correction of round shoulders and flat chest is constantly to keep the body erect. Every time one feels herself drooping forward she should straighten up. Children who have a tendency to stoop should be made to stand erect. Cadets in military academies get an erect posture as much from being continually reminded to keep straight as from the exercises they undergo.

Many children think the body is erect when it is decidedly stooped. Have a girl stand with the back against a straight wall with the head, shoulders, hips, and heels touching it. Let her try to assume this position when away from the wall. In the straightening up process do not throw the shoulders back unduly, as this gives a stiff, unnatural attitude and impedes freedom of motion. Do not throw the shoulders backward further than is required in standing with the back against a wall. I would rather see a child leaning slightly backward than forward, with the rounded back and the attendant evils which follow, most serious of which are cramped internal organs.

Round shoulders which are flexible in most cases yield to muscular exercise. This treatment should be taken daily for from six months to a year. Even then it is well to perform the movements once or twice a week till the patient has stopped growing. When the rounded back is very resistant, due to deformity or otherwise, the patient should be sent to an orthopedic hospital or a specialist in order that stretching and other methods may be employed in the correction of this defect.

A B

EXERCISE 2

Exercise 1

In the first illustration for round shoulders, lower the head as in A. From this position raise the head as in B by keeping the chin in. Pull hard while raising the head. Lower the head backward and raise it by pulling the chin in hard. Alternate raising the head from the lowered front and lowered backward position ten to twenty times each.

Exercise 2

From the normal standing position A, Exercise 2, take a deep breath, raise heels and raise arms sideward and sway forward on the toes as far as possible without stepping forward. Exhale and assume position A. Ten to twenty times each.

Exercise 3

Interlock the fingers in the center of the back as in A, with the palms turned outward. Extend the arms downward and roll the shoulders into supination. When the arms are extended downward, the palms face upward. Turn the little fingers in toward the body and continue till the thumbs face outward as in B. In this position the shoulders are locked. Unwind and repeat from ten to twenty times. If the back is unduly round

A B

EXERCISE 3

B A C

EXERCISE 4

and resistant, make a loop with a handkerchief or piece of rope about six or eight inches in diameter, grasp the object and perform exercise as described. Keep shortening the loop as shoulders become flexible till it can be discarded.

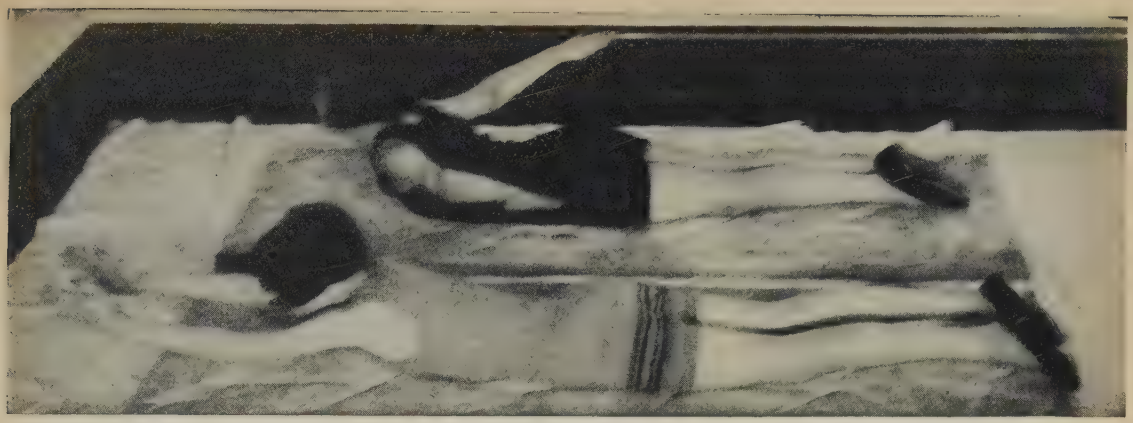
Exercise 4

Take a deep breath, raise the arms fore-upward as in position A. Hold the breath; forward bend till fingers touch floor as in B. Raise arms over head, raise heels, stretch upward as in C. Lower arms and heels while breathing out. Perform this movement from ten to twenty times.

Exercise 5

Stand with the back toward a wall from twelve to eighteen inches away from it, according to the height of the individual. Rise on toes, at the same time raise the arms fore-upward, inhaling deeply, bend backward till the finger-tips touch the wall as in Figure 5. Push away and exhale. From ten to twenty times each.

EXERCISE 5



B
A

EXERCISE 6

Exercise 6

Lie prone on the floor, hands under chin. Raise the head and chest as high as possible and extend the arms forward as in A. From this position with the trunk and head held high, move the arms backward as in B. From B bend the arms and repeat. This is similar to the breast swimming stroke and is excellent for round shoulders. Repeat from ten to twenty times.

Exercise 7

From normal standing position clasp the hands in front of the abdomen as in A. Take a deep breath, pull in the abdomen and pull with the hands as hard as possible as in B. Exhale and release. Ten to twenty times.

EXERCISE 7 →

A B

LOW SHOULDERS

The first requisite in physical education is good posture. It is a lifelong struggle for one after having established proper posture to keep it. On account of faulty positions of the body in school and occupation and in severe strain and prolonged fatigue, the body gives way at various places. The spine curves forward or sideward unduly, the knees give way causing "knock knees"; the arches of the feet fall and weakened muscles of the abdomen give way and cause hernia. Without

A B

EXERCISE 3

good posture one cannot possess good health. Again good posture is necessary in order to prevent waste of energy in maintaining the upright position which is used in the various occupations. Correct posture is also necessary in children to insure proper growth and development. The greatest harm due to incorrect posture is not the abnormal change in various parts of the bony framework of the body, but the serious interference with the great functions of circulation, respiration, digestion and elimination.

Lateral curvature of the spine or "scoliosis" is seen by observing the child in front or back.

§2. *Causes*

Lateral curvature of the spine, and a low shoulder are due in the majority of cases to a weakness of the spinal muscles combined with long continued sitting or standing in stooped or relaxed positions.

Standing with the weight of the body on one leg, sitting, writing, and reading, with the trunk leaning or twisted, or with the thighs crossed all tend to a curved spine, and low shoulder.

The position of writing at the desk in school as generally practised is more frequently than anything else an initial cause of most lateral and other curvatures not due to diseased bone or infantile paralysis. The conditions among school children requiring investigation and possible correction are:

Seats and desks;
Manner of clothing the child;
Condition of the eyes and ears;
The existence of a short leg;

Overwork or too long hours leading to persistent fatigue.

The seats in a schoolroom should be so constructed that the child's feet are placed solidly on the floor or on a support, and the body held in an erect position. The weight of the clothing should fall upon the root of the neck rather than the tip of the shoulders. A certain number of children lean to one side on account of faulty hearing or sight. A short leg would naturally cause that side to be lower than the other. When a child is overfatigued the head and shoulders will droop, causing a faulty posture of the body, and fatigue may be either muscular or mental, or both.

The proper relation between physical and intellectual work in order to obtain the greatest good from each is a question which should receive the careful consideration of parents and educators. A low shoulder is usually found in violinists. In those who ride a horse in side saddle it is seen, and also in soldiers who carry the gun on one side continually. Mail carriers get a low shoulder from the weight of the mail bag. Young girls get this defect from carrying a heavy child on the same arm. School children who carry books supported by a strap over the shoulder will eventually get a low shoulder. Curvature of the spine and low shoulder are often due to occupations where one position of the body must be maintained for long periods of time.

Low shoulder is a very common defect. The percentage is larger among girls than boys, due to the fact that girls and women, in addition to being handicapped by dress, do not as a rule get as much physical exercise as enjoyed by men and boys, and the muscles of girls either never develop or else become weaker. Bernard Roth, an orthopedic authority, states that in his private practice, of 1,000 cases of lateral curvature, 122 were males, 878 females, or a percentage of 12.2 per cent males, and 87.8 per cent among females. Doctors Bradford and Lovett of Boston, in their "Orthopedic Surgery," have collected 2,343 cases of lateral curvature of which 363 were males, and 1,979 females, making a percentage of 15.5 of the former, and 84.5 of the latter. The majority of these were developed between the ages of five and fifteen.

Statistics are lacking as to the percentage of curved spine in the population as a whole. It is only in hospitals and institutions that such records are made, and the proportion in these runs about 33 1/3 per cent. In school children the percentage of lateral curvature is quite high. Dr. Lovett, of Boston, shows by tables of various investigators that the percentage runs from 25 to 50 per cent among school children. Dr. R. Tait McKenzie, in examining high school boys entered for an athletic meet, found 32 cases in the 122 entries, or 19 per cent. In a girls' high school 31 out of 160 examined were found to have this defect, or 19 per cent.

There are six different well-marked forms of lateral curvature of the spine. Over 52 per cent of these, according to Dr. Bernard Roth, comprise the curvature which forms the ordinary letter "C." In this curve the convexity or roundness of the spine is toward the left, and the right shoulder is two, three, or more inches lower than the left one. The right shoulder blade is also more prominent than the left. The exercises described in this paper are designed for building up the right shoulder and correcting this curve. The spine may not necessarily be curved in a low shoulder, but in a marked lateral curvature of the spine, one shoulder will be found lower than the other. In a low left shoulder or reversed C-shaped curve the exercises should be performed with the left arm, the number of cases having this curve being about 7.2 per cent.

§3. *Treatment by Exercise*

The exercises for round shoulders given in the preceding article should be indulged in daily for a month or two in order to strengthen the muscles on both sides equally. Special emphasis is laid upon chest development and deep breathing in the round shoulder article. After this preliminary work perform the exercises, as herein illustrated, daily and continue those for round shoulders at least once each week.

The exercises for a low shoulder or curved spine should be performed daily for six months, then every other day for a year or till the defect is overcome. Children thus afflicted should be encouraged to remain two or three hours of each day in the open air. They should also secure plenty of nutritious food and sufficient sleep.

§4. *Exercises for Low Right Shoulder*

Exercise 1

Left hand on hip or across back, rise on toes, raise right arm over head as in Exercise 3 A. Lower and exhale. Ten to twenty times.

Exercise 2

Left hand on hip or across back, take a deep breath, right arm over head as in Exercise 3 A. From that position bend forward and touch floor with right hand as in Figure 6 B. Ten to twenty times.

A B

EXERCISE 4

Exercise 3

Rise on toes, right arm over head, take a deep breath as in position A. From that position raise the left leg sideward as in B. Return to starting position. Ten to twenty times.

Exercise 4

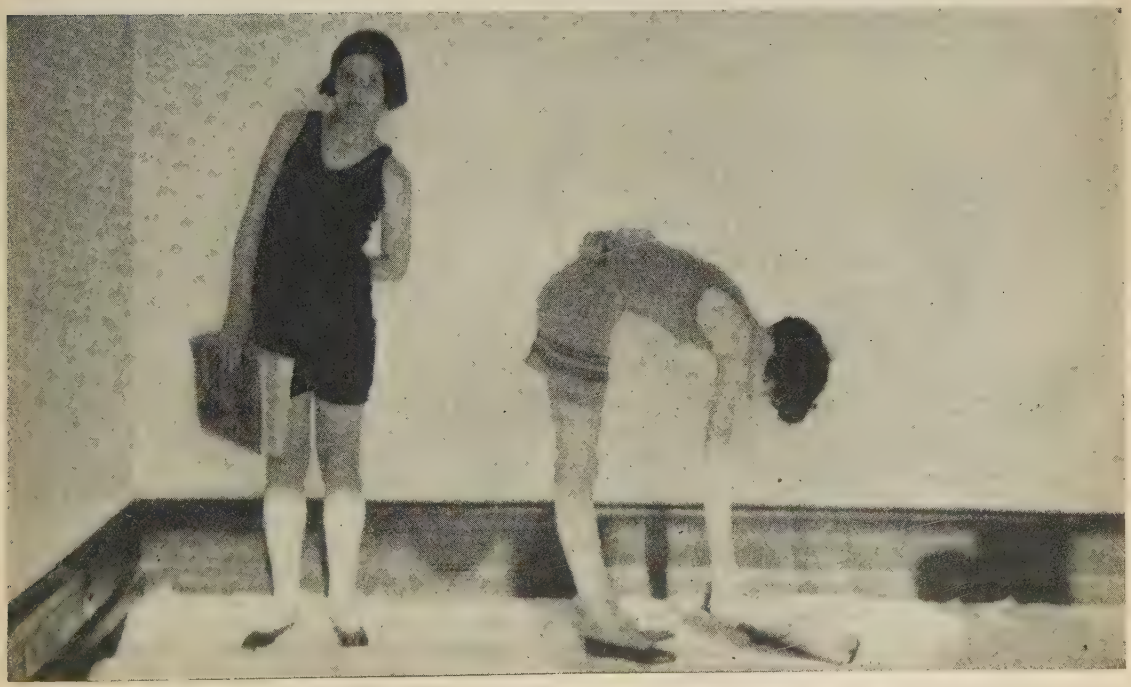
Place the right hand behind the head, the left on hip or across back, position A. From that position bend sideward to the left. The bend should be deeper than in the illustration. Ten to twenty times.

Exercise 5

Lunge forward with the left leg as in A. From A reach as far forward as possible with the right arm and touch the floor as in B. The lunge and reach should be farther than in the illustration. Keep the rear leg straight, the front knee bent and both heels on the floor. From ten to twenty times.

A B

EXERCISE 5



A B

EXERCISE 6

B A

Exercise 6

Secure an object such as a large book, iron dumbbell, flatiron, or stone weighing ten to fifteen pounds. Grasp the object in the right hand and shrug or raise the right shoulder ten to twenty times, position A.

In position B place the object on the floor, then raise it high over the head ten to twenty times.

Exercise 7

Interlock the fingers as in A, Exercise 3 under exercises for round shoulders. When position B, Figure 3, is reached, bend the body sideward to the left. Supinate the shoulders as explained in Figure 3, A and B under exercises for round shoulders. Ten to twenty times. This exercise everses the C curve.

← EXERCISE 7

CONSTIPATION

Intestinal sluggishness or constipation is a physical defect. It affects so large a proportion of the race that it may be properly termed "the universal disease."

§2. *Causes*

Its causes are many. It may be due to constitutional peculiarities, to sedentary habits of life, to certain diseases such as anæmia, neurasthenia, chronic affections of the liver and stomach, or to the abuse of purgative drugs. The using of drugs very often leaves the sufferer in a worse condition than before, and tends to render chronic the trouble it was intended to relieve. One who constantly resists Nature's call must not be surprised if constipation becomes evident. Users of opium and morphine eventually possess inactive livers. A very frequent cause of constipation is muscular inactivity. Anything which lessens the supply of bile will produce intestinal sluggishness. One who is pessimistic is more apt to be constipated than one who is cheerful and looks on the bright side of things.

§3. *Symptoms*

Nearly everyone knows the symptoms of constipation and little need be said, suffice it to say that one who has this distressing ailment is usually troubled with headaches of various sorts, dizziness, nausea, loss of appetite, biliousness, liver spots, tinged skin, loss of flesh, and mental depression. Many symptoms that were once obscure and supposed to be due to neurotic conditions are now known to be the result of constipation—to the absorption of poisons from the intestines. Bright's disease of the kidneys, appendicitis, and many other morbid conditions of the body are now claimed to be the result of chronic poisoning, the natural consequence of the long retention of putrefying food remnants in the colon. Much of the mystery which surrounded the work of the stomach and intestines in the past has in recent years been made clear by the use of the x-ray.

This physical defect is caused in the main by unnatural living such as errors in diet, unhygienic customs, and to our highly civilized and extremely sedentary habits of life. Modern medical investigation and study tend to show that constipation may justly be looked upon as among the most important factors in race degeneracy that each year are becoming more and more evident among highly civilized people.

§4. *Treatment*

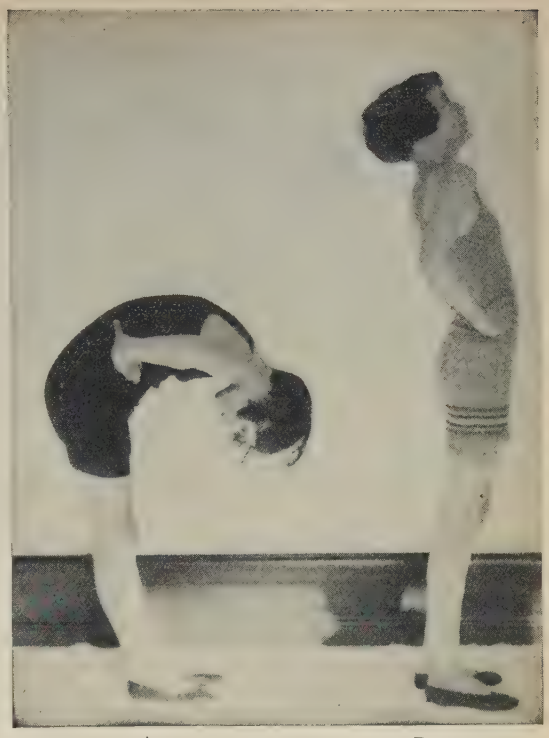
In the treatment of constipation one must first remove the cause. The prevailing tendencies to disease, both hereditary and acquired, must be studied and combated.

If one eats constipating foods, eats too much, too fast or too little, then the program must be immediately changed. One of the first things to consider in treating this disease is a thorough masticating of all food eaten. It is necessary that the food be well mixed with saliva, which is slightly alkaline, its more potent agent being an active ferment known as ptyalin. This acts directly upon starch foods and converts them into sugar. If food is well mixed with saliva it greatly assists the gastric juice, chyle, peptones and other ingredients in the process of digestion. If one bolts his food, he cannot expect the stomach to perform digestive functions for which Nature never equipped it. It is a deplorable fact for some that the stomach has no teeth. Overeating will not help constipation. The person who constantly overeats is really digging his grave with his teeth.

Foods that are bulky or contain cellulose exercise a wholesome influence upon the intestinal mucous membrane by increasing the bulk of the contents and stimulating the activity of the secretions of the intestinal muscles. It is necessary then to eat coarse fruits and vegetables which through digestion are not completely liquefied. The residuum or bulky cellulose also acts as a broom in sweeping away materials which tend to adhere to the walls of the intestinal tract.

A B

EXERCISE 2



A B

EXERCISE 3

Peristalsis is a peculiar worm-like movement of the intestines by which their contents are forced onward. Muscular activity is the greatest means of increasing peristaltic movement, as the exercise sets the diaphragm and abdominal muscles at work in such a way that between the two the intestines are vigorously kneaded and squeezed and thus stimulated to greater action. On the other hand, one who leads a sedentary life and fails to exercise will find a relaxing of the abdominal muscles. They become weak and are thus incapable of supporting the intestines in their proper place: this in turn retarding peristaltic action.

Rapid walking tends to relieve constipation, as the contents of the abdomen are kept in violent motion from side to side with every step. Deep breathing which usually accompanies fast walking is excellent, as the vigorous rise and fall of the diaphragm increases peristalsis.

Proper eating, proper exercising, and proper breathing will go a long way toward the prevention and cure of constipation. We eat and drink

B
A

EXERCISE 4

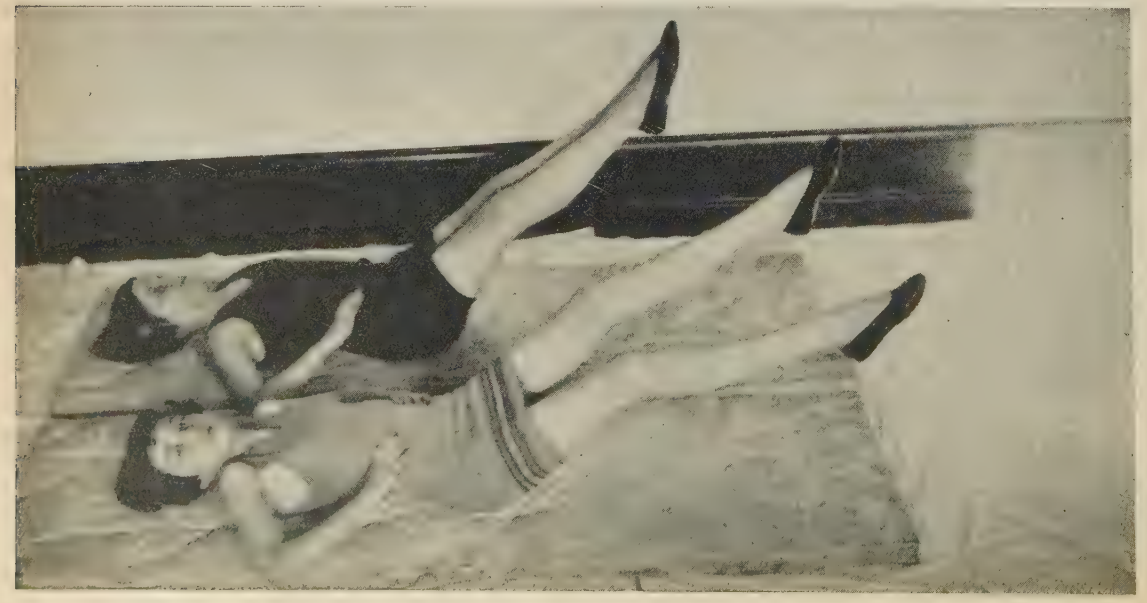
to make blood, we exercise to circulate it, and we breathe deeply to purify it.

Laughing is an exercise that aids peristalsis by stirring up the abdominal organs and increases the circulation of the blood. Take a five-minute dose of laughter after each meal.

§5. *Massage*

Lie on the back, knees up, soles of feet on floor, heels close to hips. This relaxes the abdominal muscles and renders the passive exercise of massage easy of accomplishment. Start at the right hip bone, pass up to and under the ribs, across the abdomen and down to the left hip bone. The kneading movements should be deep and slow, one hand pressing after the other following the above course. This empties the colon and assists in the treatment of constipation. This circular kneading clockwise should be done from five to ten minutes daily before arising.

Drink two or three glasses of pure water upon



B
A

EXERCISE 5

B A

EXERCISE 6

retiring at night and the same upon arising in the morning as this tends to relieve constipation.

An excellent exercise for the relief of this ailment is to pull in the abdomen as far as possible, then relax by letting it drop suddenly. Do this from 50 to 100 times. The other exercises are explained below.

§6. *Exercises for Constipation*

Exercise 1

Clasp hands behind the head as in Exercise 4, under exercises for low right shoulder, and bend sideward to the right, then to the left. The arms raised high over head with side bending make the movement more effective, as it increases the leverage. Another good method for side bending is to curl the right hand under the right armpit, left arm over head and bend to the right. Reverse arm positions and bend to the left. Ten to twenty times each. Side bending is especially good in intestinal sluggishness.

Exercise 2

Bend forward and touch floor as in A. Return to standing position, arms over head, heels raised, and backward bend as in B. Try to bend backward as in Exercise 5 under exercises for round shoulders. Ten to twenty times.

Exercise 3

Hands on hips, bend forward as in A, bend sideward left as in B, Exercise 4, exercises for low shoulder, backward as in B, Exercise 3, then sideward right, reverse of B, Exercise 4, for low shoulder. This is a circumduction of the trunk. Perform this exercise two or three times in circling to the left, then stop and repeat circling to the right. Too many circles in the same direction tend to make one dizzy. Ten or twelve in each direction.

Exercise 4

Lie supine (on back) grasp the right knee as in A and pull in as close to the chest as posible. Then pull on the left knee. Ten to twenty times.

Lie supine and raise the left leg, then the right leg as in B. Ten to twenty times.

Exercise 5

Lie supine (on back) raise legs about twelve inches from floor, then raise legs one after the other (passing simultaneously in mid-air without

A
B

EXERCISE 7

touching floor), as in A. Six or eight movements at a time, stop and repeat four or five times.

Lie supine and raise both legs twelve to twenty-four inches from floor as in B. Ten to twenty times.

Exercise 6

Lie supine, arms extended in line with body and raise the trunk to a sitting position as in A. Five to ten times.

Lie supine, arms extended in line with body and raise body as in A, then reach forward and endeavor to touch the toes without bending knees as in B. Five to ten times.

Exercise 7

Lie supine as in A and turn over backward till toes touch floor as in B. Five times the first day and increase one each till ten or twenty are reached.

FLAT FOOT

Civilization is making men and women flat-footed. Street cars, elevated trains, and automobiles have made it almost unnecessary for men to walk at all: and the consequence is falling arches, with their attendant ills—early fatigue and constant pains in the legs and back. Many a man who believes himself afflicted with rheumatism or some other baffling malady is suffering from nothing else but the distress caused by improper standing and walking due to flat feet.

The increase in flat-footedness among Americans is alarming, and growing rapidly every year. This is the unpleasant side of the question. The pleasanter side is this—that flat feet can be cured. Not by arches or mechanical devices—not even by the treatments of costly specialists. The cure is within reach of everyone who has the will power to take up a simple course of exercises in his own home, and persist in them. Flat foot is not a natural condition: children are seldom subject to it: even the children of flat-footed parents are born with feet well arched. Whoever has flat foot, therefore, has only himself to blame: he cannot charge his troubles to heredity or ill luck. He has let himself get into the condition: it is up to him to get himself out.

A high and well-marked arch is a sign of strength. It gives an elegance and grace to the appearance of the foot which is as beautiful as the flat foot is ungraceful and awkward. A firm step and an upright carriage of the whole body are also generally to be found with a well-arched instep, while the flat foot may always be inferred by the unnatural and shuffling gait of the victim. The action of the arch is like a spring under a carriage or automobile: it prevents the jar from injuring the structure and internal organs of the body.

The arch is enabled to retain its form by means of strong ligaments or bands passing from one bone to others, and these, held closely together, sustain the weight of the body without giving way.

§2. *Causes*

When one stands on the foot the arch is flattened by the pressure and becomes lengthened. If one stands on the foot for six or eight hours a day

the pressure tends to stretch these ligaments unduly, allowing the bones to loosen, and sinking the arch; while the same strain, if continued indefinitely, would force them to grow in this position and the fault would thus become a serious and painful deformity. This is the reason that flat foot is so prevalent among nurses, clerks, waiters, barbers, motormen, and among all others whose occupation requires continued and prolonged standing.

Broad-jumpers sometimes incur flat foot—the arch being broken from the shock of landing on hard ground. Dr. Bernard Roth, an orthopedic authority of London, England, claims that "anything that tends to weaken the general muscular system during years of growth will also predispose to flat foot."

Shoes that are too tight or too stiff, especially over the instep, cramp the foot and fail to allow it proper freedom. If a heel is run down on one side, it has little or no support, and tends to flatten the foot.

Flat foot is usually indicated by pains in different parts of the foot, shooting up the calf of the leg. Flat-footed people wear down the inner side of the heel and sole of the shoe. A baby's foot has the appearance of flatness, because the pad of fat in its foot is not absorbed until the child has learned to walk.

§3. *Treatment*

The treatment of flat foot must both support the arch and correct the deformity, so that no treatment is complete which does not develop the structures involved in the normal perservation of the arch. More harm than good has been done by the use of ill fitting and imperfectly supporting foot plates, and a foot plate or bandage must be looked upon in the light of a splint, to be discontinued as soon as possible, and to be used only in conjunction with other means of treatment.

The first thing in the treatment of flat foot is to wear a shoe that is broad enough to let the toes be well spread out. The heel of the shoe should be broad and low, and more than double the thickness of the sole in front. The shoe should not be laced very tightly.

The tendons and muscles of the foot should be well exercised, because when strong there is no danger of a breaking down of the arch. Vigorous walking is excellent.

The arch is flattened while standing, but the curvature is increased when the foot is allowed to hang free. In walking, this curvature at every step becomes greater through the action of exercising the muscles. Walking on the toes, with the heels raised not more than two inches, is an effective exercise for strengthening the muscles and preventing flat foot. This should be indulged in from fifty to one hundred steps at a time.

Exercise can be more easily pictured than described. I have tried, in the illustrations here presented, to indicate the various exercises which, if persisted in, will correct the flat-foot condition. A few treatments will not avail. Flat foot is a defect that develops slowly, and yields to treatment slowly: but it does yield.

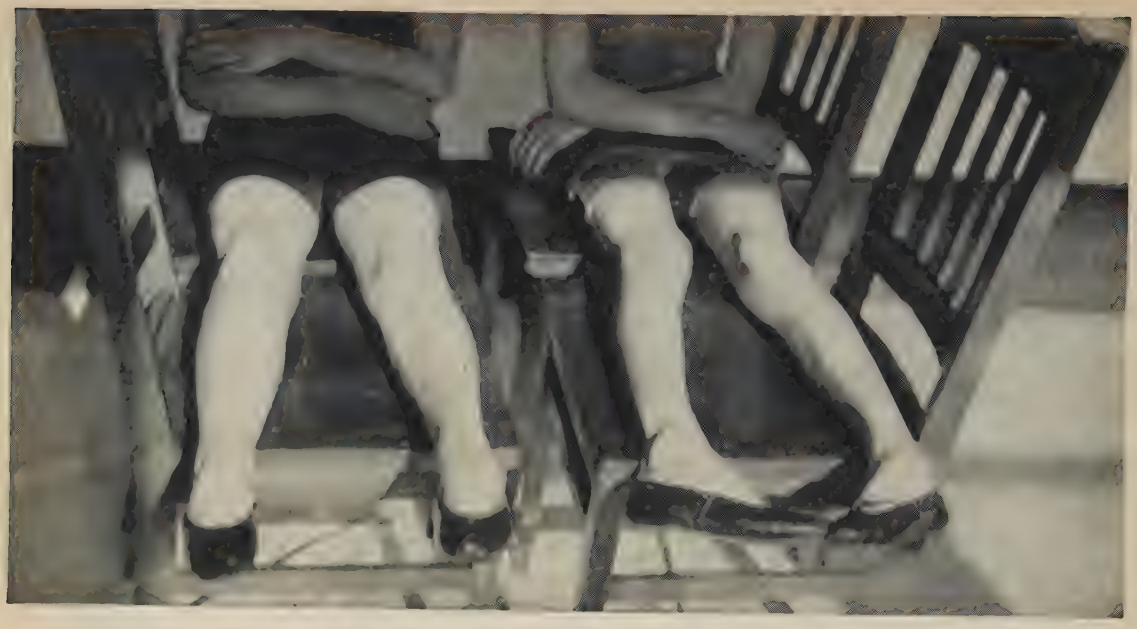
A FIGURE 1 B

Figure 1-A is the impression of the foot of a student I took. It will be observed that the inner border of the foot described an almost straight line, indicating a fallen arch. Figure 1-B is an impression of the same foot taken after five months of exercises as described in this article. Five months is not long when measured against a lifetime; and, when measured in the improved health and feeling of the man or woman who has suffered from flat foot, it is a low price to pay.

A B C

FIGURE 2

Stand up, with the toes turned in and the heels out about four inches apart. Rise on the toes as in B; and bend out as in C. Repeat from twenty-five to fifty times.

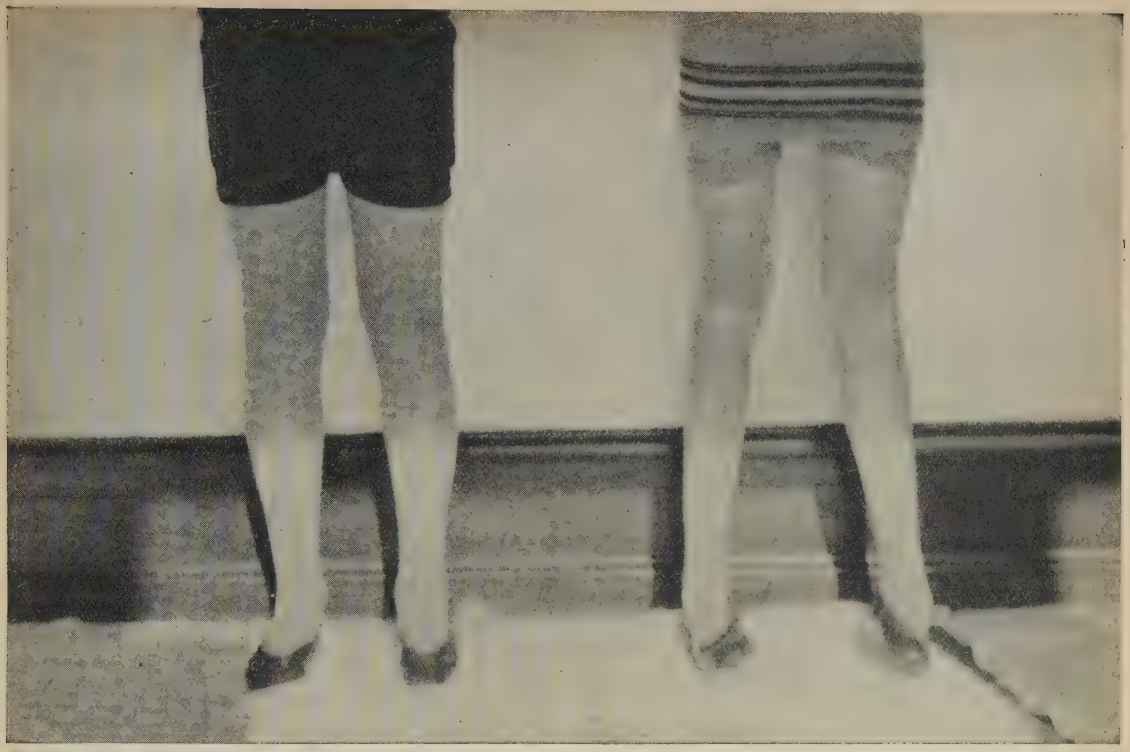


A B

C D

FIGURE 3

Sit on a chair or bench so that the legs are extended and supported just above the ankle. Extend the feet forcibly as in A; turn them in as in B; up as in C; and out as in D. Each movement should be followed by a distinct pause. Repeat the four movements from twenty-five to fifty times. Try to keep the leg from moving, so that the strain will be centered in the ankle and foot.



A B

FIGURE 4

Stand with the feet parallel and about six inches apart, as in A. Raise the inner side of the feet, throwing the weight on the outer border, as in B. Repeat from twenty-five to fifty times.

While rising on the outer border as in Figure 4-B press the big toe in toward the floor. The best time to perform these exercises is in the morning before the feet are dressed.

FIGURE 5

In position B, Figure 4, walk forward twenty-five to fifty steps. The feet should be pointed straight ahead and the weight of the body held on the outer border of the feet as in Figure 5. Press the big toe in toward the floor. Walk backward with feet in position as above, twenty-five to fifty steps.

Another excellent exercise is to try to pick up a marble from the floor between the big toe and the one next to it. Do this a number of times.

DANCING*

By Luther H. Gulick, M.D.

Children have always danced. Dance games such as "All Around the Mulberry Bush" have contributed their share of happiness in the lives of the children of the world.

Young people have always danced. The Virginia Reel, for example, has added its share of wholesomeness in the social relations of young people, and has revived in the memories of the old recollections of happy youthful relationships expressed through this group dance.

The peoples of the world have always danced. The feelings of a tribe, a people, are expressed in the war dances of the Indians, in the wonderful funeral dance pageants of ancient Greece. Seasons and weather; birth, marriage, and death; trades and professions—all the vivid parts of life have been represented by each people in a particular dance form.

Dancing is the most universal of the arts. Practically every one possesses the capacity of learning to express feeling through the dance.

Dancing is not only the most universal of the arts, but the mother of all art. Out of the rhythm of body-movements has grown the sense of rhythm and balance that underlies art as portrayed in music, sculpture, architecture, painting.

Dancing is a language, particularly of the feelings. Like other forms of language, it is a means, not an end; a vehicle, not a load; a possibility, not a value. It may express that which is good or that which is bad, the pure or the impure. The value lies in the "worthwhileness" of that which is said.

In the eyes of the ancient Greeks the body and the mind were a unity, inseparable, interdependent, to be developed and perfected together, and in no other way. In the education of every Athenian youth, music, athletic training, and dancing had a part. The theory is beautifully stated in one of Plato's dialogues: "Rhythm and harmony are made familiar to the souls of the youths, that they may grow more gentle and graceful and harmonious, and so be of service both in words and in deeds; for the whole life of man stands in need of grace and of harmony."

Rhythm is a fundamental principle of life, perhaps the most fundamental. The stars swing through heaven in rhythmical relations with one another; the sea rises and falls in rhythm; the human heart keeps its measured pulsations in the very centre of our being. All our normal bodily functions work best in rhythm. In poetry, in music, in everything that man knows that is highest and most beautiful, in all the supreme products of his imagination there is still to be found some expression of this eternal principle.

Yet it is not the intellect, the part of us that understands, so much as it is the body, the part of us that feels, which responds and vibrates in the most vivid unison with this principle. And it is the body which has always first sought to show it forth, to make assertion of it, to put itself actively into sympathy with it.

Dancing is an expression of this desire. It is the most primitive of the arts. The rudest savages practise it, making it an essential element in every religious observance, in every festival of the tribe. Their emotions inevitably take form—give themselves concreteness and actuality—through the dance. Marriage, death, harvest, spring, rain, every stirring event of tribal existence is so celebrated. It is a universal language.

Now it is a commonplace of psychology that, after a fashion, every child repeats in his own individual development the long history of the development of the human race. He is the human race in miniature.

Logic would lead us to expect that the emotional life of the child would seek to embody itself in some of the same forms that are normal and instinctive to uncivilized peoples. And this is exactly what we find to be true.

Childhood is the time when the physical nature is most sensitive to rhythmical movement. Children love even the meaningless swing of

"Ene, mé-ne, mi-ne, mo!"

The words which the Australian uses in his tribal dances, so anthropologists tell us, often make no coherent sense at all; for everything has been sacrificed to the rhythmic accent.

Our modern little folk, so hilariously singing: "A tisket, a tasket, a green and yellow basket," have no idea what these magic words may portend, or what they have to do with sending "a letter to my love." That does not matter at all.

They can never keep still when the handorgan man comes around. It is a pretty sight to see a crowd of happy youngsters on the city street, dancing and skipping for joy about the hurdy-gurdy. And they invent dancing games and songs for themselves, this small race of poets and mimics, never minding what the sense may be, if only they get a chance for active rhythmical expression.

*From "The Healthful Art of Dancing," copyrighted by Doubleday, Page & Company; used by special permission.

Surely this is the golden time in a man's life, if there ever is one, for the cultivation and development of this wonderful sense—a sense which, if it is once given its due, opens up many avenues into what is beautiful and noble.

§2. AN AID TO HEALTH

One has only to see an experienced dancer going through with any of the more vigorous and characteristic folk dances of the world to realize at once the general characteristics of the exercise involved. The weight of the body is almost always carried by the legs; the body is bent and turned in many directions; the arms are constantly in motion; and most of the work is done by the muscles which carry the body and move the trunk. These movements are rhythmical in character and involve usually much repetition. The effects of learning to dance are quite different from the effects of dancing itself. What I am describing are the effects of the dancing, not the effects of the mental application involved in learning.

§3. EFFECT ON CIRCULATION

Perhaps the most immediate and noticeable effect is upon the heart. The ordinary pulse rate of a person standing at rest is about 75-80. The ordinary pulse rate of a person doing active dancing is from 100 to 130, varying of course, with the person and the vigor of the dance. Evidently the circulation of the blood in the entire body has been greatly quickened; the contraction of the large muscular masses in the thighs and body has pressed the blood in the small veins onward toward the heart; the twistings and turnings of the body have had a material effect in pushing onward the circulation of the blood of the vessels in the abdominal cavity; the deeper breathing movements involved have aided in what is called "the aspiration of the thorax," which consists in the sucking of the blood into the trunk during inspiration and forcing out during expiration. This, a secondary force of circulation, is the aid which the act of breathing gives to the circulation. The heart itself has been stimulated in several ways to beat more rapidly; the blood being poured in from the muscular system acts as a stimulus. It is probable, too, that with the stimulus from the brain which causes the muscles to contract there is sent out a stimulus which causes the heart to beat more rapidly and efficiently.

We have thus a number of factors combining to increase the efficiency of the circulation. The blood is pressed on by muscular contraction; it is sucked into the thorax by respiratory movements; and is out of the abdominal cavity by the bending movements. The heart is the primary factor in the circulation and the number of contractions and the volume of blood expelled at each contraction increase.

It is to be noted—and this is most important—that these particular effects on the circulation do not follow from all kinds of exercise but only from certain kinds. A person may write on the typewriter as rapidly as possible without securing the effects upon the circulation which I have described. He may take a wad of paper in the hand and squeeze it as hard as possible and do it repeatedly until the forearm becomes painful, but the circulation will not be affected in any great degree.

The forms of exercise which bring about extensive changes in the circulation call into play the large muscle masses of the body for a large number of consecutive contractions. The contraction of the smaller muscles of the body, while of importance from other standpoints, are relatively unimportant from the one which we are now discussing. The general law is this: *The effects of exercise on the organic functions of the body are in proportion to the number of foot-pounds of energy expended,* and not to the amount of effort or will or energy put into contractions. For instance, a person going up two or three flights of stairs expends a large amount of energy. He lifts his body-weight some scores of feet. The effect upon the circulation is great as compared with the effect of swinging a light pair of Indian clubs or doing anything else involving light exercise or exercise of the smaller groups of muscles.

We see many schemes of exercise in which the great bulk of the work is done by the arms. The implements are wands, dumbbells, Indian clubs, and chest-weights. Many of the movements are complex and often beautifully done, involving both grace and skill, but the smaller muscular groups of the arm and shoulder are chiefly called into play, so that the total effect upon the circulation and respiration is relatively slight. The small muscles do not need much blood nor are they effective in pressing the blood current onward. The large muscles need for their efficient contraction large supplies of blood—that is, each muscle must have blood in proportion to its size and vigor. Therefore to have the large effects upon circulation, we must have contraction of the large muscular masses of the body.

Dancing is therefore one of the most serviceable forms of exercise to increase organic vigor, for it involves many movements of practically all of the large muscular masses of the body.

It is not only the circulation of the blood which is affected by this exercise of the large muscular masses. The lymph circulation is also affected. The lymph bathes all the cells of the body, holds in suspension the nourishment which they need and takes from them their waste products. It is dependent to a large extent on muscular movements for its moving power. The contraction of the large muscles of the body aids in a striking way the increase of its circulation. The jarring and jolting of the body which occurs in so many of the dances is a great factor in promoting this, particularly in the abdominal organs.

§4. EFFECT ON RESPIRATION

The need of the tissues for additional supplies of oxygen when contracting vigorously is the ultimate occasion for that increased breathing which we always observe when exercising vigorously the large muscles. Hard running, swimming, dancing, rowing, or paddling always increase the amplitude and the frequency of the respiratory movements. Movements, although equally vigorous, of the smaller muscles of the body, such as those of the hand, do not *correspondingly* increase the respiratory movements. The amount of oxygen which is demanded by the contraction of the smaller muscles is so small as to be satisfied without noticable increase in breathing.

On the other hand when the large muscle masses of the thighs and body are brought into play the breathing becomes deeper and faster. There is an intimate relation, as has been already indicated, between the circulation and respiration. Some of the increase in the rapidity of the respiratory movements may be due to the heart inadequately performing its functions. There may be an embarrassment due to overcharging on one side of the heart, resulting in an uncomfortable acceleration of breathing. But among those accustomed to exercise, no such conditions obtain.

The muscle cells as they contract pour into the plasma surrounding them the carbon dioxid which has been formed during the muscular contraction and in turn take from this plasma the oxygen which they need to continue their vigor.

This plasma is collected and pressed onward by the circulation till it is thrown back into the blood stream. At the same time oxygen is being taken and carried to the parts needing it. This is the reason why many consecutive contractions of the large muscular masses of the body result in deep and rapid breathing when contractions of the smaller muscles do not. The one produces large amounts of carbon dioxid and needs large quantities of oxygen; the other does not. The quantity of oxygen absorbed that is taken from the air of the lungs into the blood plasma and into the hæmoglobin varies in proportion to the need of oxygen in the body, rather than in proportion to the quantity of air inhaled and exhaled with each breath.

One may by deliberate effort breathe with rapidity and amplitude, making the lungs more than usually free from carbon dioxid. This, however, will not raise the oxygen absorption in the body. The oxygen tension in the blood plasma remains measurably constant. The way to increase oxygen absorption by the tissues is to do work that increases the breaking down of oxygen compounds. Thus, when more demand for oxygen is created, deep breathing results, and this deep breathing is effective in promoting oxygen absorption. We thus see the fallacy of expecting to rejuvenate the tissues of the body by voluntary deep breathing. Such deep breathing may have useful effect in strengthening the accessory muscles of respiration; or by means of the wide excursions of the diaphragm moving the abdominal contents back and forth and thus affecting their vigor, but its usefulness is not primarily related to increased absorption of oxygen. The large excursions of the diaphragm stimulate the secondary circulation in the organs which are below it. The abdominal organs are alternately pressed upon and released. Exercise, because it increases breathing, stimulates the activity of the diaphragm and thus greatly accelerates the circulation of the organs below it.

§5. EFFECT ON DIGESTION

The most efficient single means that we have for promoting the efficiency of the digestive organs is to perform labor which makes the body demand increased nourishment. Here again we are thrown back upon the need for contraction of the large muscular masses. This is the reason why tramping, rowing, running and other forms of vigorous exercise are so likely to increase one's hunger, whereas practice with a musical instrument, prolonged writing either with the pen or typewriter, or any other exercise which involves the smaller muscles of the body, are not. Exercise of the large muscular masses of the body uses up large quantities of energy. The body responds by calling upon the digestive organs for more efficient service.

A secondary factor in increasing the efficiency of the digestion is the jarring, twisting, and jolting of one part of the body upon another, such

as occur in walking, running, and dancing, or in horseback riding. Man is not naturally a sedentary creature. Peristalsis is carried on partly by means of the stimuli which are furnished when the body is active. This is why constipation is such a frequent accompaniment of those who live sedentary lives.. The intestine lacks one of the stimuli which has been its natural aid during all ages in which man has been an active worker. Then again, when a man exercises vigorously he eats more in bulk. This tends to increase the mass of matter in the intestinal tract which in turn is a stimulus to the peristaltic activity.

We have two specific ways by which these large muscles, when exercised vigorously many times, affect digestion. First, by increasing the amount of nourishment by a larger consumption of food, and second, by increasing the peristaltic activity of the bowels, by exercise and by increasing the bulk of material upon which the intestines, particularly the colon, work.

§6. EFFECT ON TEMPERATURE CONTROL

When the body exercises vigorously—that is, when the large muscular masses of the body are contracted vigorously many times, the temperature of all muscles involved is raised. The temperature of the blood coming from those muscles is therefore higher than it was when entering the muscles. Thus it comes about presently that the temperature of the entire body is raised and there is a general feeling of warmth.

It is necessary that the temperature of the body should not vary to any great extent. Accordingly the temperature-regulating apparatus is at once called into play. Moisture is poured out on the surface of the skin which by evaporation keeps the body from getting too warm. This temperature-regulating apparatus is our chief defense against colds. This is as capable of being educated as is any other part of the body, but its education, like that of every other part, is dependent upon use. It is necessary for us, if we are to be able to withstand variations in temperature, to accustom our bodies to changes in temperature, to heat as well as cold. These changes in temperature may be from subjective causes, as those produced by exercise, or may be caused by changes of the external temperature.

It is my personal belief that because of the close association of the emotional life with the circulation in general, that individual has well-regulated circulation whose temperature-regulating apparatus works most efficiently. He is less liable to abnormal disturbances of the emotions, such as explosive bursts of anger and the like, than is he who is not accustomed to sudden temperature variation. Vigorous exercise of the large muscular masses is thus one of the potent means for maintaining a balanced life. In referring to colds it is not meant that the temperature-regulating apparatus is the only defense, but its vigorous action is one of our principal defenses.

§7. EFFECT ON CARRIAGE

One of the most notable effects on persons who have taken courses in good dancing schools is their grace of carriage and of movement.. While it is not true that the amount of attention given to carriage in the dancing schools is as great as that given in military training, it is undoubtedly true that the grace of movement acquired through dancing far exceeds that acquired in military schools. It is not true that mere strength of back is the primary requisite in erect carriage. The first essential is good habits, and these can only be established by long-continued, self-directed activities. My personal observation has shown no single thing more conducive to good carriage than is the training of young people in the forms of dancing which involve it. Exercise for a few minutes a day in good posture cannot be expected to overcome the results of standing and sitting the rest of the day in bad positions, but the interest of the individual is apt to be so profoundly awakened by the dancing that the thoughts and feelings are carried during the rest of the day. This explains the profound effects of dancing upon carriage. The dancer loves the art and keeps it constantly in mind throughout the day. School gymnastics may be better physiologically and still be far less effective in establishing habits of posture, because gymnastics are not loved and thought about.

To sum up then, vigorous dancing is to be classed with mountain climbing, paddling, running, tennis, and the other sports which are recognized as having the deepest effect upon the body health, through more efficient circulation, respiration, digestion, elimination, and temperature control. It is convenient in its limited demands upon space and equipment. It is economical of time. It is social in its nature. It should prove a valuable health measure to many sedentary people.

MAXIMS FOR A MOTHER

A few maxims to hang up over the kitchen sink and read over while the dishes are being washed:

1. Little children wish and need to be doing something with their bodies and hands every minute they are awake.

2. They need a frequent change of occupation.

3. If I provide them with interesting things to do, they will not have time to be fretful or to do naughty things.

4. When I see my children harmlessly occupied and using their hands or bodies, I may be sure that they are educating themselves even if I can not understand the pleasure they take in their occupation.

5. When a child has a great desire to do something inconvenient, let me ask myself, "Why does he want to do it?" and try to understand and meet the real need which is apt to underlie his unreasonable request.

—Dorothy Canfield Fisher.

HOUSING

MINIMUM STANDARDS OF HOUSING CONSISTENT WITH THE NORMAL DEVELOPMENT OF CHILDREN

By Nettie McGill and Mercy B. Hooker

I Location
1. In decent neighborhood, removed from places used for gambling or unwholesome amusement.
2. Near playground, unless house-lot gives play space.

II Space
1. Sufficient sleeping rooms so that no more than two persons are required to occupy one bed, and so that there will be a bedroom for the parents, and at least one for the children of each sex.
2. Two rooms for cooking, eating, and social purposes.
3. Cubic space to accord with minimums recommended by United States Bureau of Industrial Housing and Transportation.
   a. All rooms at least 8 feet high.
   b. One large bedroom, 10 by 12 to 12 by 14 feet.
   c. Small bedrooms, minimum area 80 square feet, minimum width, 7 feet.
   d. Parlor, 10 by 12 to 12 by 14 feet.
   e. Dining room, 9 by 12 to 12 by 14 feet.
   f. Kitchen
      (a) If no dining room, 10 by 12 to 12 by 14 feet.
      (b) If a dining room, there may be a kitchenette with minimum width of 6 feet and minimum area of 70 square feet.

III Sanitation
1. Light
   a. There should be no "dark room" or cellar apartments.
   b. Sunlight should enter at least some rooms each day.
2. Ventilation
   a. Each room should have at least one window opening directly to outer air.
   b. Each room should have cross ventilation.
   c. Each window should have an area of not less than 12 square feet; if in a city with soft-coal-smoke nuisance, area should be increased.
3. Cleanliness and Good Repair
4. Toilet facilities for the use of the family alone, and a bathroom if possible.
5. Convenient water supply.

IV Heating
1. To permit heating the principal living rooms comfortably in the coldest weather.

V Other considerations
1. In apartments
   a. The common hall and stairway should be kept well lighted and ventilated.
   b. There should be adequate fire escapes for the use of each family.
2. Where there are babies or very young children, a porch or a "backyard," or both, are highly desirable.

HOUSING AND HEALTH*

By Herman N. Bundesen, M.D.

The progress of mankind is attested by his manner of abode. From the hole or cave in the earth of the primitive man to the well-equipped, modern homes of to-day there may be read a history of gradual improvement in the manner of living, and a corresponding increase in healthful advantages.

Man has found that sunshine and fresh air and living space are as essential to health as protection from the wind, rain, and snow. Therefore, he makes the attempt to provide himself with such housing facilities as will not only protect against inclement weather, but will also admit a maximum of the health-giving agencies of nature.

To-day housing is more than merely providing shelter for human beings; it means airy, sunshiny rooms where children may play in safety; it means facilities for sleeping out-of-doors, and a cheerful, wholesome environment for the entire family.

§2. HOUSING AND CITIZENSHIP

Former President Theodore Roosevelt said, "Good citizenship depends on the house a man lives in." Now it seems to us that this statement needs some qualification. Should we not say that good citizenship depends on the healthful condition of the house a man lives in?

A strong nation must be built up of healthy, happy people. Health is a basic quality in the building of a nation and health is well-being of body and mind which is partly heritage and partly the result of environment.

Environment, especially during childhood and growth, modifies many inborn tendencies. Dark, gloomy, unsanitary hovels, which submerge the thoughts of its inmates to the level of the beast, are not conducive to health or later to good citizenship; moreover, under such conditions sickness and poverty occupy so much energy and thought as to preclude much effort for better things.

So, then, the question of proper housing is a demand of democracy. The developing of good citizens in a country like ours is of the greatest importance, since on the physical, mental, and moral health of our young people, the future of the nation depends. Good housing, therefore, becomes an important means toward an end.

§3. HOUSING AND IMMORALITY

Over-crowding in homes, due to inadequate housing facilities, breeds immorality. The germs of immorality and of its twin, criminality, easily flourish in dark, over-crowded rooms where there is no privacy, and where the demands of modesty cannot be met. Privacy is needful to the young in order to maintain modesty, which in turn is a strong aid to clean, healthful thinking.

The tough gangster, the criminal, or the immoral person is partly the product of heredity, but also to a great extent of his environment. Indifference and neglect of the physical and mental needs of the child cause lowered resistance to disease, and lowered moral resistance. The late Jacob Riis of New York declared that the city tough is not born, but is made by the tenement houses, the streets, and the alleys. Poor housing, with little or no sunshine, poor ventilation and no play spaces, produce a stunted, anemic, pauperized citizen out of good prospective material for citizenship.

§4. HOUSING AND HEALTH

It is not always those who have money who know how to live wisely or well. To make the most out of environment is a matter of education. To be housed properly, that is, to get the most out of one's shelter, yet make the most of God's living sunshine and fresh air, is also a matter of education.

In building, health ideas should be placed above money, for health is wealth.

Many of our buildings are impressive on the outside and oppressive within.

*From *Chicago's Health*, the bulletin of the Chicago Department of Health.

BUILDING A HOME*

DO NOT feel that you must wait until you can buy a big farm or build a fine house. If the average French farmer can support his family on fifteen acres of land, you can do the same. Begin in a small way and add to it from time to time. If you can save enough to buy 50 or 100 feet in a small town or a few acres in the country, it is a perfectly safe investment to borrow enough at a reasonable rate of interest to build a modest home and make monthly payments, hardly more than rent. You will then be paying into your own pocket instead of into the pocket of a landlord.

A young couple, after paying for their lot, had made but one payment on the house, but they had a good courage and laughingly said, "Well, anyway, we own our front doorstep," and it is safe to say that before long such a couple will own their front doorstep, their back doorstep and all that goes between.

As spring comes round Jean will be wanting to see her own flowers and vegetables growing. John will feel that he is not really a married man until he sees the foundation of his own home, and the timbers going up. Then he will be restless to build a chicken run, for he can almost see his roosters strutting and hear his hens cackling as Jean comes in with a basket of fresh eggs on her arm.

§2. WHERE WILL YOU BUILD YOUR HOME?

THINK carefully before deciding where you will build your home. Visit the nearby communities and compare their general appearance. It is perfectly fair to judge of the progress of a town by the condition of its streets and public building. It is equally fair to judge of the character of its people by the places they call home.

Investigate the church and school and decide if they are good or if you can help to make them so. Be sure that you have good roads, good land, good water and drainage. No matter how carefully you keep your own premises, a thoughtless neighbor may spread disease by breeding flies, mosquitoes, and other pests.

Sanitation is often a community problem, so find out if there is good community spirit which may be organized for your own protection and for that of your neighbor.

If you are to live in the country, have the water analyzed by the State Board of Health. Perhaps the local health officer may suggest a cheap and adequate community supply. He will also be a great help in locating your house in relation to the well, toilet, barn, and so forth. He will be interested in helping you work out a good disposal of garbage and waste and in draining any stagnant water. You will want to talk with the county agricultural agent to be sure there is a good Farm Bureau, and that shipping and marketing facilities are satisfactory, and that your neighbors will co-operate in buying seed, fertilizer, good stock,, and so forth. After you have decided on your location, the county agent will be helpful in plotting the land and in deciding on what sections and what proportion of land to plant, what parts to use for pasture, and what for fruit.

§3. HOW WILL YOU BUILD YOUR HOME?

KEEP in mind the fact that a home is not a castle in the air, neither is it just a bunch of rooms in which to eat and sleep. It is the place where you two expect to spend many years, taking your place in the life of the community and contributing your share to its development. Whether you build a mansion or a three-roomed cottage, give it your best care and thought, making it express your needs and your ideal of a home.

Cherish a stream, great rocks, venerable trees as special advantages offered the home-builder. If there is a knoll or hillside, so much the better. Don't level it off as neighbor Jones did. Fit your house right into it as if it had grown there. This may make it possible to have a cellar or cold storage room on a level with the kitchen for Jean's milk, butter, and eggs in summer and for apples, potatoes, cabbage, and the like in winter. Then on the far side of the house there may be an upstairs bedroom and a sleeping porch which Jean will love.

§4. WHAT COLOR WILL YOU PAINT YOUR HOUSE?

PAINTING or staining is expensive and cannot be done often. It is important therefore to select colors carefully, colors that will wear well and that will look well with their surroundings. If you are fortunate enough to have some tall stately pines or other evergreens, white, light gray, or buff would be beautiful for your house. If on the other hand you must wait for shade to grow,

*Courtesy of the Arkansas State Board of Health.

plant quick-growing maple, lombardy poplar, and brilliant buckeye. These with gay beds of nasturtium, hollyhock, and phlox, which Jean knows all about, will make a lovely setting for the dark house of red, green, or brown.

§5. PORCHES

THE QUESTION of porches calls for careful thought. In some parts of our country the climate is so cold that porches can scarcely be used. But in most states a house without a porch would be a poor sort of home. If you must choose between a house without porches and porches without a house, choose the latter. One of the homiest little homes in Arkansas has only a kitchen and pantry surrounded by porches. Throughout the long summer months these are screened in and serve as living room, dining room, and bedroom. In the winter the screens are cleaned and put away and the porches enclosed in glass. The glass costs no more than walls and makes the house more comfortable and attractive for the greater part of the year.

Besides the sleeping-porch where Jean may also sun and air her bedding, there must be a back porch big enough for a table and chair where Jean will prepare vegetables for dinner and fruit for canning and preserving. Leave room at one end for wood and coal boxes, a shelf for scrubbing brush, oil can, garden gloves, and hooks beneath the shelf for hanging the broom, dust pan, mop, and cleaning cloths.

There must be a front or side porch to use as living and dining-room. This will delight Jean's heart and you will be surprised to see how quickly she will have it covered with gay morning glories while the slower wistaria and Dorothy Perkins are growing. How about coffee with real cream and toast and bacon on the side porch, topped off with strawberries from your own garden? Can't you just see the pink and lavender blossoms nodding and beckoning to the girl who sits opposite in her fresh gingham dress with her pretty hair flying all in a May morning?

§6. CLOSETS

BE A good John and give Jean lots of closets, even if you don't see how she can use so many. She will want one for clothing and one with shelves and drawers for bedding and table linen and where she may pack away blankets and winter clothing from moths and things. There must be a china-closet with shelves and brass hooks for pretty cups and a rack for platters and odd dishes, and of course a kitchen closet for pots and pans and other cooking utensils, and a pantry which may be used for supplies.

§7. THE KITCHEN

THE KITCHEN is Jean's worshop. Make it convenient and attractive and she will love it. Her work, instead of drudgery, will be a constant pleasure and pride. Some day we women will learn to use our brains as well as our hands, and we will design our own household conveniences with an eye to saving all unnecessary wear and tear. For instance, every man builds tubs, sinks and tables too low for the average woman and she gets a backache, not from the work but from the constant bending. The farmer finds this is true of picking berries, cotton, and the like. For this reason the job often falls to the lot of women and children—who likewise have to bend and stoop.

Jean will remind John to place the drain board at the left of the sink so she will not have to cross her hands or drop her dish cloth every time she puts down a dish. She will select an oil or a gas stove with a plain, smooth surface. She can keep this clean and polished much easier than the fancy, open work top. Be sure that both sink and stove are well lighted by day and night.

If you live in the country, Jean will want a high shelf for lamps and matches. Make it long enough also to hold the clock, flat irons, recipe book, and many other things.

HEATING

By MRS. MAX WEST

A HEATING system is successful when it warms the house so well that windows may be kept slightly open much of the time, even in cold weather. A system that requires the rooms to be sealed in order to be kept comfortably warm is bad. The real and practical problem of heating is the cost of fuel, but "coal is cheaper than colds."

Houses in the United States are usually heated by indirect radiation—that is, by steam, hot water, or hot air—or by direct radiation produced by stoves of various kinds or by open fires. Hot water and steam are cleanly and easily con-

trolled and give an even heat throughout the house, but houses and apartments thus warmed are apt to be overheated much of the time because of the ease with which the heat is distributed. Neither system brings fresh air into the rooms. A hot-air furnace is troublesome and dusty, but has the advantage of combining ventilation with heating. All indirect systems make the inside air too dry, but various methods of adding moisture are in use. It is said that in very cold dry weather the ordinary medium-sized house requires the addition to the air of 10 gallons or more of moisture every 24 hours. Shallow pans of water on the registers, radiators, or stoves will keep the air in the rooms moist.*

Stoves help to keep the air in the room in circulation, but distribute the heat unevenly. A fireplace or an open stove is an excellent ventilator and is useful as an accessory to a general heating system. Every open fire should be covered with a strong wire screen to protect children against accident.

An oil or gas heater has the disadvantages of other stoves and consumes much larger quantities of oxygen. Such a heater may be used in a small room if no other means of heating can be had or when quick heat is needed, but is suitable only for temporary use. Every precaution must be taken to guard children against accident if these stoves are used.

FRESH AIR

By Mrs. Max West

Air is the first condition of life and growth. It is possible to live without food for days and without water for hours, but if a person is deprived of air for a few moments life ceases, because the bodily processes cannot go on without oxygen. Children who spend a large part of their time indoors, and especially those who must live or work in close, hot, overcrowded rooms or houses, are apt to be dull, listless, pale, and underdeveloped. The growing use of flats and apartments with tight doors and windows and modern heating systems is partly responsible for the alarming spread of diseases of the throat and lungs not only among children but among adults as well. The system becomes weakened and less resistant to disease by too high temperatures and by lack of constant and sufficient fresh air. A child should not be allowed needlessly to suffer this handicap to his development. Many parents do not realize that to deprive a child of sufficient fresh air is quite as serious as to deprive him of sufficient food.

§2. VENTILATION

Indoor air is vitiated by the occupants of the rooms, by fires, by illuminants other than electricity, by dust, gases, and smoke, particularly tobacco smoke. To sweep out the used air and admit a fresh supply of pure air is the business of ventilation. Good ventilation requires that the air in the house shall be kept in gentle, if imperceptible, motion; that it shall be warmed or cooled to the right temperature and shall have the proper degree of humidity and freshness.

Windows and outside doors are the chief means of ventilating the ordinary home and should be kept open most of the time in summer and be opened at frequent intervals in winter. The best way to ventilate a room is to open the windows or doors on opposite sides in order to secure a cross current. If the wind happens to be blowing strongly, it will speedily fill every part of the house with clean, fresh air, but on a still day the process will take longer. When the cold air has flooded every part of the room, the windows should be closed and the heat turned on to restore the temperature. Every occupied room in the house, including dining and sitting rooms, should be completely flushed with pure out-of-door air at least once in 24 hours.

To prevent the cold air from chilling the floor a window board may be inserted in the opening made when the lower sash is raised a few inches, which permits the cold air to enter the room between the two sashes, while the heated air passes out through a slight opening at the top of the window. This method of ventilation is particularly well adapted to rooms which are in constant use. In severe northern winters it is a very difficult matter to keep the house comfortably warm and at the same time to keep the air fresh. In the daytime the rooms may be aired when they are not in use. Rooms which have been chilled must be warmed again before children come into them. The play-room or sitting-room may be aired after the children have gone out or while they are asleep, and the bedrooms may be flushed thoroughly at least once during the day, even

*When the air in a room is too dry it causes a queer tickling sensation in the nasal passages.

in the coldest weather. At night at least one window in the bedroom should be constantly open, even if only a crack. The children can be put into sleeping bags, using two or three if necessary. The beds can be screened to protect the children from drafts or the heat can be kept on all night; but if they are warmly covered, children will be benefited in every way by the fresh air. One method of ventilating bedrooms in cold weather is to cover an ordinary window screen with a thickness or two of cheesecloth and insert it in the widely opened window. A screen of this kind will afford a surprising amount of protection against a too sudden inrush of icy air.

Sleeping porches have largely solved the question of ventilation for bedrooms, and whenever such a porch is available the children may safely use it after they are past infancy, except in extremely cold or stormy weather and when a high wind is blowing.

There is a popular prejudice against drafts, but after a person has become accustomed to air in motion he will find that he does not suffer from it. Children who are used to rooms through which a gentle current of air is constantly passing are far less likely to suffer from diseases of the nose and throat than are those who are kept in tight rooms where the air is still and tends to become overheated. An open fireplace or grate is one of the best means of securing good ventilation. No system of ventilation, however faithfully carried out, keeps the indoor air suitable for children to live in continuously. As one writer has said, it is necessary also to "ventilate the children." Even in winter and in stormy weather, when many forms of outdoor life are necessarily curtailed, a sheltered porch, preferably on the sunny side of the house, will make it possible for the children to have many happy and beneficial hours out of doors, while in the milder months they should live out of doors as large a part of the day as possible.

WALLS AND FLOORS

By Allen L. Churchill

Until the child reaches the creeping and walking age, the chief essential to be considered in relation to walls and floors is the convenience and comfort of the mother or nurse, and the health of the child. All these can be assured by the observance of a few simple rules.

During the first year of infancy, the most important essential for the floor of a nursery is that it should be cleanable with a minimum of effort. If forethought during the building of the house has provided a concave baseboard that will not hold the dust, it will be an easy matter to wipe up the floor daily with a dampened cloth.

Bare floors, or, if desired, a few wash rugs, are the ideal floor covering for the room, until the child has reached the age when most of his waking hours are spent on the floor. There is even now no real need of a floor covering, unless special conditions call for it. If the boards are likely to splinter, or if there are cracks that admit drafts, the floors should, of course, be covered.

The floors over which a child creeps during his first few weeks or months of motive progression should be smooth, but not so smooth as to be slippery. If a covering is necessary, none is more satisfactory than linoleum. If this is used, care should be taken to obtain only the best quality. Often material is sold for lineoleum that is but a cheap imitation, and wears most unsatisfactorily. The test of quality is the burlap on the underside. If this is difficult to tear, and bears the name of the maker, the linoleum is genuine. If linoleum is laid over wood, the nails should be well hammered in. This is especially important in the case of the children's room, for reasons that are obvious. When linoleum is placed over concrete or other hard substance, a layer of felt should be put under it. This insures wear, comfort, and warmth. In cleaning linoleum, only mild soap should be used. After washing, it should be rinsed with clear water. Strong soap will eat the pattern off printed linoleum.

Excellent floors for the children's room are made, also, from the various cork compositions now so widely used in kitchens. This cork tile comes in many attractive designs and colors. Such a floor, if well made, will last indefinitely. It is easily kept clean, is not slippery, and is very comfortable to walk on or to creep over.

If the floor is painted, a paint should be used which cannot be injured by water. Most pleasing results are obtained from the use of paints which harmonize with the color of the walls.

Rugs should be avoided in the children's room until the little feet are quite expert and certain. Many serious accidents have resulted from small children adventuring upon rugs and slippery floors. Floors of schoolrooms should preferably be bare.

The four walls of his room are, for the child, during the earliest months of his life, the limit of

his world. But little heed need be given during these months to decorative effects. There are certain points, however, which should be considered as affecting the infant's well-being, even at this early age. The light-effects are important, and to avoid the harmful results of a glare, the walls should be tinted rather than white. Neither should a heavy color like red be used. For a sunny room, light blue, gray, or pale green are best; for a northern or shady room, yellow or pink can be used.

In the treatment of walls, it will be wise to eliminate wall papers, and to substitute for them washable paints. These are not only sanitary, but original and tasteful designs can readily be produced by the combination of various colors and with stencils.

While it usually is best to have the walls treated by a professional painter, it is by no means a difficult feat for the father or older son to do an excellent job at painting the baby's room.

In applying the prepared paints, which come in all shades, or can be blended, it is important to have the mixture contain "thinner" enough to allow some addition of oil for the first coats, and still be of a proper consistency for the brush without any danger of drying with a gloss. The directions of the manufacturers should be followed carefully in the use of the patent paint substitutes.

When the floor is painted, its color should, most certainly, harmonize with that of the walls.

If, for any reason, it is impossible to use paint or the patent substitutes on the walls, calcimine can be used with fairly satisfactory results. This has as its basis whiting, clay, or silicate, and as these do not adhere it is necessary to use a binder of some kind, usually casein or glue.

When the child is old enough to observe, and to be influenced by his surroundings, there is limitless opportunity to make his room attractive and fascinating. Stencils of animals, flowers, and of his familiar friends of Mother Goose and the fairy stories, make delightful borders. If there is artistic talent in the family, original designs and decorations will give unending joy to the child.

Nowadays, money and ingenuity without stint are lavished upon the child's room. A very little of the former, and good deal of the latter, will produce effects that will add greatly to the contentment, happiness, and mental benefit of the child.

THE BABY'S ROOM

By Mrs. Max West

A BRIGHT, sunny room should be chosen for the nursery, for a child needs sunshine for health and growth just as a plant does, and, like a plant, will droop and pine without it. Windows opening to the south, southeast, or southwest will admit the sun for many hours of the day, and a room so lighted will, in the northern parts of the country, be most desirable. In the south, it may be better to select a more shaded room, especially for the summer months.

Whenever possible, the room should be given up to the exclusive use of the baby in order that temperature, light, and ventilation may be easily adapted to his special needs, and everything can be so arranged as best to serve his welfare and the convenience of the mother. It is very hard to give the baby the quiet and privacy he ought to have in a room that must be occupied also by other members of the family.

§2. FURNISHINGS

EVERYTHING not actually needed for the care of the baby should be ruled out of the nursery. Furnishings must be of such a nature as to permit washing with soap and water and exposure to sunshine and open windows. If old furniture is used, it may be painted with white or light, washable paints. Upholstered furniture, heavy draperies, or covers are unsuitable for use in this room. Following is a list of the essentials:

Bed.
Bed furnishings.
Bureau or chest of drawers for clothing. A sectional bookcase is admirable for this purpose, as the piles of garments can be seen at a glance. The upper section may be used to hold the articles for the bath.
One or two low chairs.
Bathing equipment.
Toilet equipment.
A bed or couch for nurse or mother, if she must sleep in the same room.
A wall thermometer.
A low chair without arms, for the mother when nursing the baby.

Other useful articles are:
Dressing table.

A little chair and table for use of the child.
Platform scales with flat basket.
Table to hold scales.
A folding canvas table on which to bathe, change, and dress the baby.
A screen, covered with washable material.
A nursery ice box.
A bath thermometer.

The toilet equipment may be kept in the bathroom. It should include a painted nursery chair, with a cushion for the seat; a small chamber of enameled ware (a porcelain cuspidor is convenient); a covered enameled-ware slop pail for diapers (two are desirable); and a soiled-clothes hamper.

For the baby in the second year other articles will be needed. He should have a high chair, for meals; one or two low chairs; a foot rest for his toilet chair; and a play pen. A hinged gate at staircases is often necessary.

§3. BED

THE FIRST bed may be a basinette, or may be made from a large flat clothes basket, or even from a clean box. For this simple form of bed a folded quilt or blanket may be used as a mattress. Since a larger bed will soon be needed, it is just as well to start in with the permanent crib and a mattress of hair, felt, or cotton. Home-made matresses, stuffed with cotton, moss, or even straw may be used, with a soft cotton pad over them. When a basket bed is to be used it should stand on a table or on two chairs placed with their seats together, and should never be left on the floor while the baby is in it. It is well to pad the ends and one side of a metal crib.

The mattress should always be protected by rubber sheeting, oilcloth, or newspapers, but a soft pad of some sort should be spread directly under the baby.

There is a combination bed and play pen on the market which is very convenient, particularly in small rooms, as it may be easily moved between the house and porch or from room to room. It is covered with wire netting and furnished with a mattress, making it safe and comfortable for the baby both for day and night use, while he is young.

To make the baby's bed when a metal crib is in use, cover the mattress or the middle section with the oilcloth or soft rubber sheeting, to each corner of which a strong tape has been sewed. Tie these tapes together under the mattress to hold the rubber smooth. (If desired, the rubber cover may be made like a pillowcase, covering the mattress entirely.) Over this place the cotton pad, then cover with a small sheet, which should be tucked under the mattress on all four sides, so that the bed is perfectly smooth. If sleeping bags are used, no other covers are needed. The bed may be finished with a neat dimity spread, which is easily washed and requires no ironing.

A baby will breathe more easily and take a larger supply of air into the lungs if no pillow is used. If the mother desires, she may place a clean, folded napkin under the baby's head, but the head should not be elevated appreciably.

§4. DRESSING TABLE

MANY mothers find it convenient to have a table on which to change, bathe, and dress the baby. It does away with much lifting, lessens the strain on the mother, and gives her freer use of both hands. This table may be of whatever height the mother finds most suitable, according to her own stature and whether she prefers to stand or sit while making the baby's toilet. One model is about 30 inches from the floor. A common kitchen table having the legs sawed off to the desired height will answer every purpose. Such tables are sometimes fitted with drawers, sliding shelves, towel racks, and compartments of various kinds, but a much simpler one will do and will be found a great convenience. If the table top is made of white maple or oak with very tight cracks, it can be scrubbed with hot water and soap as often as desired. If soft wood or an old table is used, it will be better to cover the top with oilcloth, or even with tin. Of course the baby is always put down on a soft pad, whatever the material of the table top.

THE LITTLE CHILD'S ROOM

By ELLEN CREELMAN

EVERY home, if possible, should contain one room for the child's especial use. Not that he must always be confined to this one room, or denied the privileges of the entire home, but that he may have the privacy of a room in which to commence his education through play uninterrupted by many of the activities of the home.

The child should be required to spend a part of the time in his room. This he will gladly do without coercion, provided he has a pleasant

room, suitable toys, and protection from intrusion as he attempts to develop his mind through play.

There should be a sunny exposure, good ventilation and low windows protected against accident. The child enjoys pictures of the outside world as seen from the windows. The blue sky, the wind-blown clouds, rain drops, wind storms, sunbeams, flowers, trees, and birds afford him a continuous source of pleasure. In fact such pictures acted upon by his keen imagination frequently record more vital and lasting impressions upon the child's mind than those hung upon the walls.

The walls and woodwork of the child's room should be finished in soft harmonious colors, while the utmost cleanliness and neatness are necessary.

The walls may be relieved by pictures of interest to the child. There is a wide selection of suitable pictures from which to choose. But there should always be a picture of "Mother and Child," pictures of the child's near-at-hand environment, human life, plant life, animal life, natural phenomena, also pictures illustrating nursery rhymes. These should not be hung indiscriminately upon the walls, or they may destroy the beauty of the room. Many pictures may be kept in portfolios or presented through picture books.

There should be growing plants in the window boxes where bulbs and seeds are frequently planted which the child may care for. His interest in them is natural and also ought to be cherished.

The furniture should be simple, with the chairs and tables of suitable height placed correctly as regards the light. Cushions are useful upon the floor.

There should be a cabinet with low shelves and individual places for all toys and play materials, and always there should be a sand table.

The child should play as frequently as possible in the open air, and be kept away from the distractions of the street.

The child's room should be attractive for the child learns more from incidental impressions than from direct teaching. In fact the child's whole environment should aid the natural development of his mind, protecting him against undesirable impressions, guiding him happily towards the goal of education—good habits.

PLAY PLACES IN THE HOUSE

By Katherine Beebe

During the many days and hours when children cannot be told to "run out and play" they must play in the house, as a matter of necessity. Where the abode is a spacious one there is of course no problem, but the majority of families live in small houses and, alas, apartments.

Time and again it has been my lot to spend visiting sessions in houses where to all intents and purposes the only play places were under the visitor's feet, on the arms and rockers of chairs and entirely in the vicinity of the grown people who were going through the vacuous form of conference or conversation. The usual apologies were always forthcoming, "The weather is so bad!" "The house is so small!" "The children are so full of life!" "They love so to be with mother!" and so on.

Now an A B C application of ordinary sense would make it plain to that mother that consideration for her guest, for her own comfort, for her children's good, demands some other play place, and a little ingenuity would make one possible.

Play is so vital a part of a child's life that a place for it, both indoors and out, is a necessity, not a luxury.

One mother whom it is my privilege to know, following the modern custom of opening windows at night, has several little beds in a row in one room—the smaller one, a larger one being reserved for the necessary bureaus, play space and playthings.

In another home the dining room is the play place, and the very fact that it must be put in order before meal times is giving one group of little folks invaluable lessons in neatness, order, consideration, and helpfulness.

But the ideal play place is the attic, and there often is one of some sort. Such a space kept reasonably clean, and having its windows protected, would solve many a household problem. The fact that the attic is cold is in its favor rather than otherwise. Indeed while the children are playing there the upper sash of the windows should be open. There is no reason why with coats, sweaters, caps, and even mittens on, the children should not be told to "run up and play" at such times as rain or cold make outdoor sport impossible. There being no occasion for putting on the despised and clumsy rubbers is also an advantage. Wise parents would see to it that such an attic contained an old mattress for "jumping on," a ladder, a clothesline, some odds and ends of discarded furniture, wooden boxes, a

trestle or two, boards, hammers and nails, an old tarpaulin or other cloth for tent-making enterprises, together with such toys as the children choose to take with them.

I have seen many porches which would make fine play places on wet days and wondered why none of them was in use. I suppose mothers consider the weather "too damp." But when I remember a neighbor's healthy brood of children, who, equipped with rubber boots, coats and caps, played out of doors every day in the year, except when the thermometer was twenty below and a wind blowing, I am of the opinion that a few hours in damp fresh air would be much less fraught with dangerous possibilities than whole days in furnace-heated rooms.

THE PORCH AS A PLAYGROUND

By William Byron Forbush

Are you making the best use of your home porch? To us who live piled up on top of each other in flats the porch is the only regular access to outdoors. Yet some of us cliff-dwellers consecrate our postern gate, the back porch, to no better use than as a repository for the broom and mop. So distinguished a personage as the librarian of Clark University asserts that the play-porch is as important and useful a feature of domestic architecture as the sleeping-porch. Not only is the porch oftentimes the coolest part of the dwelling, but by a bamboo curtain it may be made as private as any.

It does not require expensive or extensive furnishing. Of course, a hanging porch couch is a luxury, but it takes up room. A little swing is fully as pleasant to a little child. A slide is better, if a porch be on the ground floor. It acts as a substitute for the dear old cellar door. There is an adjustable one that the kindergarten houses sell, but father can make one just as well.

A simple thing that gives vent to the instinct for precarious footing is a humble 2 x 4 scantling. Fasten it to the floor of the porch, and the little children will toddle along it indefinitely and learn balancing and body control. Large oblong blocks arranged in irregular pathways are even more beguiling.

Dry-goods boxes are staples for the porch playground. A nest of different sizes will build into a staircase for climbing. The biggest is just the material out of which to build the playhouse. It is much better than one you could buy all papered and furnished and electric-lighted. With a large box for a table and small ones for stools, the children may have tea parties to their hearts' content.

Pulleys and rope give a singular variety of pleasure. Penrod used his as an elevator to gain access to his retreat in the barn. They suggest the germ of all sorts of delightful mechanical contrivances.

A modest seesaw is practicable. Ringtoss is a good porch game. But a broomstick livery stable has untold possibilities.

So much for the active plays. A sandbox, a box of big building blocks, and a tub to sail walnut shell boats in are the three best quiet amusements we can think of. There ought to be a portable screen, for separate "housekeeping" and for occasions when two small children wish to be ceremonious—or to quarrel. Another use for a large flat box is as the stage of a toy theater, with bottle-doll actors, but the window-sill for a platform and the window curtain that may be drawn between the scenes is even more delightful—if somebody is willing to drive the flies out of the kitchen afterward.

No single plaything will give more lasting pleasure than a blackboard. It is the handiest, biggest, and most simple medium for picture writing. A surface of cloth mounted on a roller can be bought for very little.

If I were writing about porch housekeeping, I would speak of the baby-basket or baby-pen, varieties in comfortable porch-chairs, and how to connect the washer, the ironing board, the gas-plate and the chafing dish, so that the whole family may live, move, and have their being outside.

If some of these things are done not only may the mother work with greater comfort during warm weather, but she may, with a few inexpensive and homely devices, keep her group of playfellows safely and happily around her.

THE GIRL'S OWN ROOM

By Allen L. Churchill

The girl's room should be what the title implies—her own. During the most important formative period of her life—from twelve to eighteen—her room should be to the girl the most precious and sacred room in the house. It should be the heart of her own little world.

With these considerations in mind, the girl's room should be a reflection of the girl herself; her tastes, her affections, and her aspirations should be suggested by the atmosphere of her room. It should be, not only a place for sleep and rest, but a work room, a quiet corner of the house for reading and thinking and study, and a place, also, for the quiet entertainment of her friends.

The influence of a room upon children has long been recognized by students of child psychology. This influence should, of course, be at work long before the child has the ability to become conscious of it. The attention given nowadays to the location and decoration of the rooms of even very young children indicates that both parents and interior decorators are awake to the relative importance of the children's rooms, as compared with the other rooms of the house. The children's room, in the wisely planned house, is no longer located in an out-of-the-way place, and fitted up with such odds and ends of furniture as have been discarded, or are useless elsewhere. In such homes, the selection of the situation and furnishings of the children's rooms receives as much care and thought as is given to the living room or the kitchen.

When the girl is still young—under twelve years of age—it is probable that she will be satisfied to allow her mother to select the furniture, and to decide on the decorative scheme of her room. Even at this age, however, every indication of personal taste and preference on the part of the girl should be carefully studied and wisely encouraged. A little intelligent effort on the part of the mother to explain why certain combinations and effects are in good, and others in bad, taste will have a guiding effect on the daughter's mind. The girl should be urged, unobstrusively, to give her reasons for preferring a particular color for walls or special designs in furniture and decorations.

Between the ages of twelve and fifteen, the girl should have developed for her room a strong feeling that it is her own special part of the house; a place set apart for herself and her belongings.

It is not to be expected that a girl of this age will have, unless she is unusual, any strongly developed æsthetic sense. Her choice of pictures for her room, for example, may reflect rather the current taste in magazine covers than the canons of art. This, however, is a passing phase, and if it is regarded with patience and tolerance by the parents, it will soon pass.

The chief physical essentials of the room of a girl of this age is that it should have an abundance of sunshine and fresh air. The furniture should be simple and comfortable. The wall covering should be carefully chosen. It should be neither too stimulating nor too depressing in color. If wall paper is used, it should be tasteful and quiet in design, and of a pattern that will not grow monotonous if it is long lived with.

In rooms with a northern exposure, which the sunlight rarely enters, bright colors for the walls, such as pumpkin yellow or old rose, are excellent. Where the exposure is southern, soft shades of green, gray, dull blue, or ivory are without equal.

The curtains and other hangings should, of course, harmonize with the walls. There are many materials that are admirable for curtains. They come in a variety of designs and colors. The furniture for the girl's room should be light in structure and color and simple in design. The bed should be of metal, but whether of brass or iron is immaterial. An iron bedstead, daintily painted, with a dressing table and chest of drawers to match, make a simple and economical, but charming effect. A bare floor, with a few rag or woven rugs in colors harmonizing with the walls is most desirable. The chairs should all be comfortable, and at least one that is uncommonly so. Whatever pictures are chosen should be hung on a line with her eyes and arranged as best to fill the wall spaces.

The girl's own room should, as noted above, be her own workroom, as well as her sleeping and resting room. Educators emphasize the necessity, as an aid to concentration, of a room for study, apart from the general gathering place of the family. The atmosphere of the room should be a help towards quiet concentration on work. For a certain and regular period each day, the girl should be secure from interruptions from other members of the household.

A desk of some simple and tasteful design, bookshelves, and a comfortable, but not too easy, chair, are requisite aids for a study room.

For girls of fifteen to eighteen, a separate room,

to be used as a study or workroom is the ideal arrangement. Where one room must serve as a bedroom and a workroom, a day-bed, with a slip cover and bright cushions, will be more pleasing and useful during the day than an ordinary bed, and quite as comfortable for sleeping.

The girl who is fortunate enough to have a sitting and workroom as well as a bedroom will have an opportunity to expend upon its furnishing and decoration whatever she possesses of creative taste and judgment. It can be made a delightful place of resort for her friends, and here she can learn the first and most important lesson in the art of graceful entertaining. By this time the girl should have developed her own taste in the choice of pictures and other æsthetic embellishments, and she should be given a free hand, with an occasional suggestion or word of counsel from the mother.

The atmosphere of the girl's room should at once suggest the personality of its occupant. The girl should learn that the foundation of good taste is the elimination of the unessential, and that the best things are not always, or often, the most costly. Simplicity is the keynote of beauty. With these truths in mind, the girl can make her own room the most charming, restful, and individual room in the house.

THE BOY'S OWN ROOM

By Frank H. Cheley

Eben Rexford, in his "Plea for Boys," says: "Every home in which there are boys growing up is surely incomplete without a place which these boys can call their own. Most boys care little how plainly a home is furnished if it is comfortable. The main thing is a room of which the boys can feel themselves the sole proprietors. The ordinary boy's room in the dwelling in which they sleep and where they keep their clothes never quite answers the purpose. Too often they are there on probation, as it were, because they have to be put somewhere, yet they are likely to be turned out of their quarters, on a moment's notice, on the appearance of some unexpected guest, under the mistaken notion that 'the boy doesn't care.'

"Now, the fact is the average boy is delighted when he can have a place all to himself, for he feels that sense of proprietorship which is flattering to human nature when he can invite his boy friends to visit him, and knows that Mother isn't worrying over the disarrangement of things which quite naturally results when boys get together to have a good time. Here he is on his own ground, and therefore feels free to act the boy nature in him without dread of hearing an inquiry sent up from below as to what's 'going on up there'?"

§2. NOT "WHERE," BUT "HOW"

This does not mean by any means that to provide a boy's room necessitates the arranging of a sound-proof padded cell; far from it. It can easily be made one of the most attractive of all rooms in the house and yet serve every purpose as a boy's own room. It may even be in a well-finished basement that is warm, dry, and well-lighted, or it may be a finished-off attic, or it may be the upstairs of the garage, heated from the house or warmed in cold weather by means of a carefully constructed open grate. Nothing else can quite take the place of an open grate in a boy's room, whenever it is possible to have one. Such a feature will many times repay the cost in the spirit of sociability and chumminess that it will make possible, not only between boys themselves, but between father and son, as well as other members of the family, for that matter.

It may be a clubroom and shop combined. It may even have certain simple gymnasium features at little expense, save a bit of time and a little ingenuity.

The dominant idea of the place, however, if it is to serve its largest purpose, must be a place where the boys can feel the same sense of ownership that Mother feels in the kitchen and that Father feels in the garage or barn. If you are building a home, or expect to build in the future, be shrewd enough to work into your plans your finest conception of a room for the boys. The mere fact that modern parents do not do this very thing accounts in no small way for the difficulties they experience in keeping their boys at home.

Following are five proven fundamentals that should be given consideration in the development of a boy's room:

1. Boys will doubly appreciate and take pride in what they themselves have helped provide or make possible.

2. Thoroughly first-class and artistic furnishings and equipment are none too good and are the most economical in the long run.

3. Boys will take better care of good things than cheap things. "Put a boy in a barn and he will act accordingly."

It is easily possible to develop a sense of ownership which makes boys protect and preserve their own things.

5. Boys can be placed upon their honor so that things need not be made of iron nor all kept under a lock and key to insure their conservation and care.

§3. TASTEFUL, BOYISH PICTURES

A BOY'S room need not be elegant in the commonly accepted meaning of that word. It, however, should be tasteful as to color and decoration. There should be good pictures that are suitable to a boy's room. Avoid the cheap colored trash that so often finds its way into the boy's room. An exceptional magazine cover may serve for a time, but will rarely be permanent.

There should be school and athletic pennants, as well as athletic equipment that is dear to the heart of the boy. Some of this, such as paddles, tennis rackets, and snowshoes, look well on the wall, while such things as bats, masks, and hiking paraphernalia should be kept in a convenient corner or closet. There should be space for the boy's own books and catalogues and magazines. These should, where possible, be protected from dust and rough usage. Generally speaking, rugs, if there are to be any, should be loose and small enough to be easily dusted.

§4. GOOD, STURDY FURNITURE

THE FURNITURE should be straight-lined and substantial. Under no circumstances let the boy feel that the old, worn-out, repaired stuff from the living room is good enough. This is a fatal error. There should be a table that can be used for study, for games, or as a desk. There should be, in addition to the straight chairs, at least one comfortable rocker, or fireside chair, that will encourage quiet at times for both reading and thinking or friendly chat. Start with only necessary furniture and encourage the boys to build for themselves the extra pieces as they need them, such as stools, book racks, book ends, cupboards for collections, and such other odds and ends as need to be cared for; a chest for camp equipment, and a set of drawers for electrical or mechanical apparatus. Boys will greatly prize such home-made things; and because their own time and effort have been invested, will take better care of all the furnishings.

§5. SENSIBLE LIGHTING

THE LIGHTING is an important feature. Get as much daylight as possible and arrange an easily adjustable droplight for games, reading, and shop work.

If the room is to be a combination of shop and clubroom, the shop features should be kept at one end and arranged so that all tools and litter can be completely put out of sight in a convenient cupboard for that purpose or a set of drawers under the bench. Insist upon an orderly room that is thoroughly cleaned and straightened at least once a week and by the boys themselves.

If it is also necessary for the boys to sleep as well as to keep their clothes in this room, then individual metal couches should be provided, equipped with stout yet attractive couch covers for use during the day, and an out-of-the-way clothes closet or wardrobe for clothing.

A boy's room, like a boy himself, should be well balanced and should radiate, at least to a certain degree, the very personalities of the boys that are to live in it. It is of greatest importance that the boys themselves have considerable to say in the planning and furnishing. It must not be a room fixed *for* them. That is where the average home and parents make a great mistake and fail to utilize a powerful element in boy nature. We continually do too much *for* boys when we should do more things *with* them.

§6. HIS OWN DEN

SUCH a place becomes a retreat in which boys can spend their time profitably and much more pleasantly than the boy ever does who doesn't know where he belongs in the household economy; and who, as a result, sometimes has serious doubts if he belongs anywhere, for he seems always to be in the way of someone. "Don't make the error of placing your boys in the 'unclassified' list of more or less necessary nuisances. Their ability to detect even such an unconscious attitude on your part is marvelous, and they shape their home attitude accordingly." Volumes could be written telling the stories of how mothers, and fathers, too, have literally saved their boys to the home and to ideals and to general usefulness in the world by paying the price of providing a boy with his very own room.

THE BACKYARD

By Allen L. Churchill

It may be too much to say that the first essential of a home is a backyard, but if there are children of any age in the family, this is little short of the truth.

Nowadays it is universally agreed that the physical and mental health of the child depends, to a large degree, on the extent to which it is possible to provide him with outdoor air and exercise. The backyard can furnish both these abundantly.

If anything relating to parents and their children were astonishing, it would be incredible that so many fathers and mothers ask helplessly how they shall provide air, exercise, and entertainment for their children when the answer to the question is visible from the back windows.

And here, as is not always the case with essential things, there are few difficulties that cannot be overcome. For small children a load of clean sand will furnish an abundance of amusement, and if a little intelligent direction is added, of instruction as well. Every child who has been to the seashore knows very wonderful things can be made from sand and a little water. And when these have been made, they can be destroyed, and equally wonderful, but different, things can be created. A sand pile is a great stimulus to developing the creative talent in many children. As the children grow they should alternate the sand-play with amusements that are a little more strenuous. These can include running, jumping, balancing, throwing at a mark, and other of the so-called kindergarten plays and games. So a grass-plot should be part of the backyard.

It is wise to have available a simple canvas or wooden screen, or shrubbery, so arranged as to be a protection from the hot sun, and from drafts and winds. A tent or summer-house will, of course, answer the same purpose and will, in addition, provide further sources for entertainment. The tent or summer-house should be open on the sides, so that the mother can see from a distance what is going on inside.

For children of six to nine years, the backyard can be made quite as fascinating and helpful as for those of an earlier age. Now, however, it will be necessary for parents or older children to exercise a little more care and ingenuity. A few simple pieces of apparatus will give a great deal of entertainment and exercise, not only in their use, but in their construction. Boys of nine (and girls, too), can build simple houses from boxes and loose lumber, but a watchful eye should see that no serious accident comes in the course of the work. Minor casualities are, of course, a part of the game, and are soon forgotten.

The evolution of the backyard as a place of entertainment and instruction should continue as the children progress in years and in knowledge. When they have reached the ages of nine to twelve they can do many things for themselves. By this time there will very likely have developed among the boys a "gang," and among the girls a group. For these the backyard should be made the headquarters for games and meetings. A cage for basket-ball and other simple apparatus will provide plenty of pleasant and healthful exercise. The summer-house quite likely becomes the club-house.

Boys of this age are capable of making bird-houses, sailboats, and other things that will readily suggest themselves to their active minds. There may be available a high school boy or Boy Scout who would enjoy supervising weekly games, such as obstacle races, three-legged races, and the like. Girls of nine to thirteen who wish to play at something more distinctly feminine than the games of their brothers, will find entertainment in many ring games, such as "Lazy Mary, Will You Get Up?" "London Bridge is Falling Down," and in the beautiful old Morris and other dances.

For the adolescent boys and girls the backyard should be even more attractive than for younger children. If it is large enough for tennis, simple forms of football, and baseball, the "gang" can learn there the elements of these games, and of other forms of athletics. For the girls, in addition to games of different kinds, a sewing class might be held on certain days. Some competent and willing mother could readily teach girls to make their own dresses or to embroider.

The backyard lends itself to many uses of value and of beauty. A garden of flowers will give many happy hours, while a vegetable garden will furnish opportunities for careful and steady work, and its results, if the labor has been faithfully done, will win for the gardener the appreciation and applause of his family. The flower garden is most likely to appeal to the girls, while the boys will find in the vegetable garden plenty of exercise and excitement. The best flowers for the beginner to plant are the showy annuals: zinnias, marigolds, and morning-glories.

If there is a shady corner, a fern collection

can be started therein; wild flowers can be brought in from the woods for a wild garden, and a few stones and a little good earth may be combined, with the requisite amount of work, to make a rock garden.

A bird-bath is very easy to construct, and will furnish much pleasure to the children, and even more pleasure and benefit to the birds. On the hot summer days it will be used by many varieties of feathered friends, and it will give the family an excellent opportunity to study them. To make a simple but quite satisfactory bird-bath it is necessary only to make an excavation about four inches deep. This should be lined with cinders or gravel. Mix Portland cement with sand, in the proportion of one part of cement to three of sand. Put in sufficient water to make a mixture that will flow readily, and then pour this on top of the cinder or gravel foundation, so that it will be covered to a depth of about two inches. When this has hardened it will hold water, and the bath will be ready for its guests.

A tent in a backyard affords pleasure and adventure for day and night. In the daytime it can be used for many games, and as meeting place for the group or "gang." At night the boys, with a father or older friend, or the girls with a mother will find sleeping in a tent a fascinating and thrilling experience.

While in our northern states the backyard will be more readily used as a place of resort and exercise in the spring, summer, and autumn, it will have its additional joys in the winter months as well. Snow can be made into houses, forts, and men. Snowball battles, if carefully supervised, give excitement and exercise in abundance. Geography, as studied by relief maps in the snow, is transformed from work to play. Then, too, what fun it is for a boy or girl to have his or her own private slide for coasting, and how much safer Mother knows they are when they are in the backyard and not on some hill with a big crowd, or coasting on a public thoroughfare in danger of automobiles! There are many winter birds, and after a heavy snowfall they often find difficulty in getting food. Lumps of suet placed on trees or elsewhere in the backyard will bring chickadees, nuthatches, downy woodpeckers and other "winter" birds regularly to the feast prepared for them. There is joy in watching and identifying these birds, and even more in knowing that this food is keeping them from hunger, and perhaps from starvation.

One of the most important and useful opportunities afforded by a backyard is the cultivation of the spirit of civic responsibility by teaching boys and girls the duty and dignity of helping to keep clean not only the yard, but the vacant lots in the immediate neighborhood.

The backyard can go a long way toward answering the question, What shall we do with the children? Make it a place which they will prefer to any other for their exercise and recreation. Use your backyard for the benefit of your children, and for your own satisfaction, pleasure, and peace of mind. If you have no backyard do your utmost to remedy the lack as soon as you possibly can. You owe this to your children.

Two little children were seated on a doorstep in an English city, holding something tightly grasped in their small hands and gazing with much eagerness toward the head of the street. Half an hour later they were seen again, still there, by a lady who was repassing. "I wonder whether you would tell me what you are doing?" she asked in surprise. One of them answered: "We are waiting for the barrer."

It seems that once a week a flower-cart was driven through this narrow way, and that on a few red-letter days a flower, a sprig, or even a root had sometimes fallen out of the back of the cart. And here were these two children sitting in eager hope, with their hands full of soil, ready to plant anything which might by some golden chance fall their way.

The parable is so obvious that I need not pound on it. The hands were small, but they were full of soil, they were outstretched, they were buoyant.—*William Byron Forbush.*

HEALTH HABITS

THE HURT OF DIRT *

By Herman N. Bundesen, M.D.

The responsibility of safeguarding your home against disease does not rest alone with the health department; we must each do our part to help get rid of one of man's greatest enemies, the invisible disease-producing germs which are about us from the cradle to the grave.

§2. DUST AND DISEASE GERMS

The worst thing about street dust is the disease germs that may be in it. The streets of the city have the most and the wind whirls this dust about and carries with it whole armies of germs.

Ground into the dust of the city streets is the sputum of careless men and women, some of whom have an infectious disease such as tuberculosis. The dust is tracked about on the shoes of passers-by; it gets on the clothing; on the hands; the wind blows it through the air into the nostrils of those near by, and also into the homes and work places where it settles on the rugs, curtains, and furniture.

§4. CLEANLINESS AS DISEASE PREVENT

Two important ways of avoiding disease are to do those things which promote health and keep up resistance, and the other is to try by every known means to destroy disease germs, thus reducing the hazard of our surroundings.

To be healthy you must take care of yourself. You must be personally clean, and you must eat right, sleep right, live right, and think right.

Especially must you keep your hands clean, as infectious diseases may be spread by unclean hands.

§4. GENERAL CLEANLINESS AS DISEASE PREVENTION

Dirt is simply matter out of place. Dirt and filth accumulate easily, but cleanliness requires effort. That's why cleaning must be a continuous performance. Keeping effort directed towards cleanliness may be hard work, but it is the price of good health, and what is more important than health?

§5. ETERNAL CLEANLINESS THE PRICE OF HEALTH

Nothing that people or animals use will keep clean of itself. Everything that lives and grows and moves scatters waste, piles up dirt, and makes stains and smears. If you stop cleaning yourself or your house, the dirt soon gathers again. Keeping clean is a constant effort, but it pays.

§6. LEARN TO CLEAN HOUSE PROPERLY

The way some people clean house may make the process worse than useless, or really dangerous to health. Open sweeping of carpets and rugs spreads dust and germs all about, to settle not only on the same carpets and rugs, but in other rooms. Omitting to wash the woodwork and uncarpeted parts of the floors is failure to clean thoroughly and properly.

§7. DISINFECTION

Disinfection offers a method of destroying disease germs or making them harmless. Any substance or product that will do this is properly called a disinfectant.

Soap, or other disinfectants, and water, with elbow grease, will do wonders in the battle against germ-laden dust. But, if there is little sunlight, if the air is stale, and no one is willing to expend elbow grease, disease germs have a happy time, especially in rooms that have recently contained a patient sick with a contagious disease. In such circumstances, there is necessity for chemical disinfection.

*From *Chicago's Health*, the bulletin of the Chicago Department of Health.

Door knobs, door joints, bannisters, chair arms, floors, and rugs are often not well disinfected. Hands, big and little, touch these places every day and carry germs to eyes, ears, noses, and mouths.

The addition of a standard disinfectant to the cleaning fluid is an added safeguard. Some of these disinfectants also act as deodorants and help to dispel the bad odors from an ill-cleaned or neglected place.

Standard disinfectants are on the market with full instructions as to their proper use.

BATHING

§1. THE BABY'S BATH

The baby should be bathed every day. During the first two weeks this and all matters pertaining to the care of the baby are usually under the supervision of the nurse or attendant. When the mother takes charge she will usually find it convenient to give the bath before the mid-morning feeding and after the bowels have moved. Sometimes it may be more convenient for the mother to give the bath at night just before the baby's bedtime. If it is more convenient to give the bath in the evening, there is no reason why it should not be done at that hour. A full tub bath may be given as soon as the scar where the naval cord was attached has been completely healed.

Before undressing the baby for his bath, everything should be in readiness. All the clothes which are to be put on him after the bath should be ready, the petticoats pulled inside of the dress so that both petticoats and dress can be put on at one time. The garments should be in reverse order; that is, the first one to be put on should be on top of the pile, and the last one at the bottom. Wash cloths, blankets, towels, soap, powder, safety pins, and a covered bottle of sterile water or of boric acid solution should all be within easy reach. The basin or bath-tub in which the baby is to be bathed is on a table. One large table or two small ones are needed for the baby's bath. The tub should be on one of the small tables or on one side of the large one. The other small table, or the remaining space of the large table, should be used for drying and dressing the baby. The table used for drying and dressing, or the part of the big table used for the same purpose, should be covered with a blanket. It is much better for a mother to stand on her feet while washing and dressing the baby than it is to try to do this task sitting on a chair with the baby on her lap. In the standing position both hands are free so that she can work quickly, and there is not the danger of the baby's getting a fall which there is when he is on her lap. No unnecessary exposure or delay should take place in giving the bath, for in cold or in cool weather the baby is quickly chilled. The temperature of the room should be about 75°. In cool or cold weather the basin or tub should always be warmed before the water is put in. The water should be at body heat, or slightly above—from 98° to 100° F. A bath thermometer is an inexpensive convenience and should be provided, but if none can be had, the mother may test the temperature with her elbow; when the water feels neither hot nor cold, it will be comfortable for the baby. The temperature test should be made after the baby is undressed and ready to get into the water.

Hot water should never be added to the bath while the baby is in the tub. A young baby should never be left alone in the tub. A baby should not be bathed within an hour after feeding. Never put the baby in the bath while the tub is standing on a stove or heater; he might be seriously burned in this way.

In giving the bath the face and scalp are first washed with soap and water, care being taken that none of the soapy water gets into his eyes. Use a soapy wash cloth on his entire body. Then lift the baby out of the water and put him on a soft warm towel. The eyes and the mouth should be washed with the sterile water or boric acid solution, using little balls made of cotton. Do not use the same cotton ball for both eyes, and do not put a cotton ball into the sterile water or boric acid solution after it has once been used. If the eyes are inflamed, use the boric acid solution instead of the plain sterile water, and confer with the doctor. Do not scrub the baby's mouth, but swab it out with a cotton ball. Dry the baby thoroughly, but do not harshly rub his skin. Apply talcum powder to creases, arm-pits, and buttocks. A half-hour of kicking and stretching in the sunshine should follow the tub bath. In dressing the baby his clothes should be put on quickly, pulling the garments over his feet instead of putting them over his head, as babies generally object most strenuously to having their faces covered.

Cleanliness of the genital organs is imperative for both sexes. The doctor will show the mother how to retract the foreskin of a boy for careful cleansing. If there should be any swelling, any

redness, or any discharge, with either the girl baby or the boy baby a doctor should be notified immediately. These parts of the body should be thoroughly cleansed not only at the time of the daily bath but after each evacuation of either the bowels or the bladder.

§2. THE LITTLE CHILD'S BATH

As THE baby grows older and stronger he is not content to sit quietly in the bath-tub, but wants to play and to splash. He can then be given his bath in the large family tub. The bath hour should be very attractive to him so that the bathing habit will become firmly established. It helps if the mother will wash him quickly and thoroughly and then let him play for a few minutes in the tub. Floating toys such as those made from celluloid or from wood are enjoyed by the small child. He should not be left alone in the bathroom because his curiosity might lead him to try to turn on the faucets and he might get an unexpected shower of steaming hot water. Then too he might slip on the wet bottom of the tub and fall. He should not be allowed to stay in the tub long enough for the water to grow cold and chill his body.

§3. BATHING THE OLDER CHILD

ABOUT the time the child reaches the school age, he has a strong desire to bathe himself. This desire should be encouraged. The mother will, of course, have to wash the back of his neck and to guide him so that he does a thorough job on the other parts of his body. As he reaches the teen age he should prepare the water for his bath and take it without assistance, but the mother's watchful eye will quickly detect any overlooked spots and send him back for more thorough cleansing.

§4. SPONGE BATHS

IN ADDITION to the daily tub bath every child, little or big, should have a sponge bath. If the tub bath is taken in the morning, then the sponge bath should be at night just before retiring. There is no reason why the order could not be reversed. A sponge bath does not necessarily mean as its name would indicate that a sponge is used to give it. It merely means a quick washing from top to toe with warm, not hot, water. With the older child a shower bath may be substituted for the sponge bath.

§5. IMPORTANCE OF CLEAN HANDS

CHILDREN should be taught the great importance of clean hands. Many disease germs are undoubtedly conveyed to the nose and the mouth by the hands, and to prevent this the hands should be washed immediately after each visit to the toilet, before eating, and before handling foodstuffs of any kind, and particularly after using the handkerchief. Because clean hands are so important it should be made easy to keep them clean by having basins, towels, clothes brushes, and water easy of access. The table or washstand should be low enough so that a child can wash his hands without wetting his clothing. A box or stool under the washstand will save a great deal of trouble.

BATHS*

MOST of us enjoy being clean; bathing is a natural instinct and the use of plenty of soap and water brings its own reward in increased health and vitality.

§2. THE COLD BATH

THE COLD or cool bath or shower taken in a warm room every morning is a worth-while practice. If you are just starting the cold morning bath habit, take a bath towel, wring it out of cold water and rub the body briskly with it.

This will pave the way for the shower of cold water. If the body does not react with a warm glow about one or two minutes after the cold sponge and rub down, you are probably not physically suited for a cold shower. You should then take a warm shower for a few moments, and follow this by a short cold shower and vigorous rubbing with a coarse bath towel.

If taken every day, the cold bath or shower will help to make the skin active and healthy. Some physicians recommend it also for keeping the skin toned up to ward off colds.

§3. THE WARM CLEANSING BATH

THE COLD morning shower is healthful but it is not sufficient to keep the body clean. Everyone should take at least three warm baths a week, and fastidious persons will enjoy one each day, especially in hot weather.

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§4. HOT AND STEAM BATHS

THE VERY hot bath which induces perspiration is excellent for some persons. This bath should be taken just before retiring. If the very hot bath leaves you so exhausted that you cannot sleep, you should avoid it and take only neutral, warm baths.

Lie in the hot water (as hot as can be borne) for about five minutes, or until you have started to perspire. The body can then be well lathered with soap, rubbed with a coarse wash cloth and again immersed in the hot water for five minutes. The skin can be cooled by a quick cold shower and rubbed vigorously with a bath towel.

For those who react favorably and enjoy the process there are vapor cabinet baths, Turkish baths, and electric cabinet baths. You must be well acquainted with your physical fitness before taking baths that induce a free flow of perspiration. However, the majority of persons will be benefited. Hot or steam baths are especially useful in ridding the body of waste materials and in preventing muscle soreness after extra exertion.

Soap and water will not prevent diseases, but will clear away the dirt that harbors disease germs. Bathe often!

Salt Bath.—Use half a teacupful of common or sea salt to each gallon of water. The salt should be dissolved in a cup of warm water to prevent the sharp particles from pricking the skin. The doctor sometimes orders a salt bath.

Starch Bath.—Add a cupful of ordinary cooked laundry starch to a gallon of water.

Soda Bath.—A soda bath requires two tablespoonfuls of baking soda to a gallon of water, dissolving it in a little water before adding it to the bath.

HABITS OF ELIMINATION

By MRS. MAX WEST
(WITH ADDITIONS)

A NEW-BORN baby has no habits. It is remarkable, however, how soon he will acquire habits, good or bad.

Habits are the result of repeated actions. The wise mother strives to start the baby right. A properly trained baby is not allowed to learn bad habits which must be unlearned later at a great cost of time and patience.

In order to establish good habits in the baby, the mother must know what they are and how to induce them. Perhaps the first and most essential good habit is that of orderliness. This begins at birth and applies to all the physical functions of the baby—eating, sleeping, and bowel movements. The care of a baby is readily reduced to a system unless he is sick. Such a system is not only one of the greatest factors in keeping the baby well and in training him in a way which will be of value to him all through life, but it also reduces the work of the mother to the minimum and provides for her certain assured periods of rest and recreation.

§2. TRAINING THE BOWELS

THIS may be begun as early as the end of the first month.

The first essential in bowel training is absolute regularity. As soon as the mother takes charge of her baby after confinement she should begin upon this task. It is one which requires unlimited patience, but the result is well worth the effort involved. Almost any baby can be so trained that there are no more soiled diapers to wash after he is a year old, and many mothers accomplish the result much earlier than this. The habit of regular evacuation thus established in infancy will, if persisted in through the growing years, save endless misery from constipation in the adult. The mother should observe the hour at which the baby soils his diaper. At the same hour the next day she should hold him over the chamber, using a soap stick, if necessary, to start the movement, and thus continue day after day, not varying the time by five minutes, until the baby is fixed in this habit. As the baby grows he can be taught to grunt, to bear down a little, or to show his desire by some other sign.

This training is begun by different methods. One of these is as follows:

The baby should be held on the mother's lap, or laid on a table with his head toward her left, in the position assumed for changing the diaper. The feet should be lifted with the left hand while a soap stick* or other suppository is inserted into the rectum with the right hand. Still holding the

*To make a soap stick take a piece of firm white soap half an inch thick and about two inches long and shave it down toward one end until the point is about one-quarter of an inch thick and rounded perfectly smooth. Wet the soap stick or dip it in vaseline before using it. Hold the stick by the thick end; insert the other end in the rectum. Gluten, cocoa butter, or glycerin suppositories may be purchased at a drug store and are accompanied by directions for their use. Glycerin suppositories are too irritating for continued use with a baby. None of these is to be used except for starting the habit of regularity.

feet up, press a small chamber gently against the buttocks and hold it there until the stool is passed. The stool will come in a few minutes.

Another method is to hold the chamber in the lap and place the baby over it with his back against the mother's chest. This makes it possible for the mother to support the young baby before he is strong and able to sit alone. As soon as a baby is able to sit up and hold himself he should be taught the use of the nursery chair.

A convenient time for a stool is just before undressing for bathing.

After the first three or four days, or as soon as possible, omit the suppository. At first it will be necessary to wait longer for the stool, possibly five or ten minutes.

This training will require much time and patience on the part of the mother, but, in the end, the habit thus formed will be a great saving of trouble to her and of untold value to the child, not only in babyhood but also throughout the whole of life.

§3. TRAINING THE BLADDER

It takes longer to teach the baby the control of his bladder, but the method to be followed is the same as with the bowel training. The baby should be given the chamber very often, perhaps once an hour, at least, while awake, and gradually led to indicate his desire. One device for teaching the baby not to wet is to put him into drawers very young, discarding the diaper much earlier than is usually done. The warm, thick diaper constantly suggests to the baby the idea of wetting and no doubt retards his training in this regard. He will not like the feeling of the wet, cold drawers, and there will be nothing about them to suggest wetting, but rather the reverse.

§4. THE NURSERY CHAIR

The child may be carefully held on the nursery chair, almost as soon as he is old enough to take a sitting posture—long before he is old enough to sit alone, which is the attainment which many mothers await before trying to train for the nursery chair. In training the child for the use of the nursery chair, care must be taken that the hole in the seat is not too large, as permanent injury may be done. A good plan is to take a bit of heavy cardboard and cut a hole of the correct size, and then carefully pad this in order that the child's tender flesh may not be cut; this can be made larger as need arises, the padding to be frequently changed.

§5. THE BATHROOM TOILET

Children learn best by imitation; what they see adults do they will do. It is well to make use of this principle of child-training when teaching children regular habits of eliminaton. At first the child does not object to the nursery chair, but as he grows older and more observing, he notices no other member of the family using a nursery chair and he forgets to use it himself. He does see other members of the family going to the toilet, and if he is taught to go there too he will not overlook nature's calls, but will answer them promptly.

In the country places where modern plumbing has not been installed we usually find in the toilet a low seat with a small opening for the use of the little child. If we could but have a similar seat with modern plumbing in our urban and suburban homes we would have an ideal arrangement. But the cost and amount of space necessary prohibit the installation of a convenience which would be used for only a comparatively short time. When we can not have the best, we must take second best, which in this instance means adjusting existing conditions to fit present needs. A small seat which will set over the large one and reduce the size of the opening, and a footstool, will do the trick. The seat can be made of wood, if father or some other relative is skilled with tools, or one made of papier-maché can be purchased in the nursery department of a store. The footstool should be simply and strongly made.

§6. THE OLDER CHILD

The mother should early in the child's life speak to him about the color, form, and consistency of fecal excretions so that he will "absorb" knowledge as to what is normal and what is not in this most important sign of health or sickness. As soon as he is able to go to the toilet alone, it is necessary that the mother should impress upon him the importance of his reporting to her any deviation from normal. In the busy ward of a large hospital where some patients are able to get out of bed and go to the toilet, it is impossible for the nurses to know whether or not a patient has had a bowel movement during the day. Hence it is customary for one of the nurses to stop at each bedside and ask, "Have your bowels moved to-day? How many times?" This example should be followed by every mother of growing children. A mild laxative given in time will prevent many a severe illness. This information will also be the mother's guide for making changes in the family diet.

§7. NORMAL CONDITIONS

THE NORMAL stools of an infant were described on pages 172 and 177. The older child and the adult under normal conditions have from one to three evacuations of the bowels per day, dull yellow or orange in color, and more or less formed. Some foods will change the color; for example, spinach will darken and beets will give the appearance of blood.

Everyone should have some regular time each day for going to the toilet whether or not there is a compelling desire to go. Some find the best time to be immediately upon arising in the morning, others just before retiring, but most people have the best (easiest) results immediately after the morning meal. Children should be trained to attend to this daily duty before they leave for school in the morning. If it is not done then there will be a tendency to postpone action unless there be an urgent call. Teach them to start the day fully prepared.

THE BABY'S TEETH *

By FREDERICK BOGUE NOYES

"BABY has a tooth." The announcement is always the occasion of great excitement. Father is greeted with it as soon as he arrives home. Sisters, cousins, aunts come in to see the new tooth, and the important fact is spread by mail all over the country. There is an old tradition that if a child, especially a brother, sister or cousin, makes the important discovery he should receive a present.

This amount of excitement is not at all out of proportion to the importance of the event, at least to the child, for it is the first appearance of structure about which his life centers in a most fundamental way. Health, comfort, beauty and efficiency will largely depend upon good teeth. Some one has said, "It is by their teeth that all men get their living."

In primitive times little care or thought was, or needed to be, given to children's teeth, but as civilization has developed the care that nature gave to the teeth has been perverted by changed food supply and social conditions. Thought and care must be substituted for nature's harsher methods. The commonest cause for the disaster so commonly found in the child's mouth is expressed in the words of the mother, "I did not know."

§2. MOTHER MUST WATCH HER DIET

FEW KNOW how early the formation of the teeth begins. By the middle of the fourth month of life before birth, the formation of all the temporary teeth is well under way. The teeth are beginning to calcify and the germs of the permanent teeth that are to replace them have begun to develop.

At birth the tiny baby jaws contain, partly developed, all of the temporary teeth and all of the permanent ones except the second and third molars. Of these the four second molars probably start before the end of the first year and the four third molars (wisdom teeth) about the second year. The crowns of all the temporary teeth are partly calcified as are a large part of the crowns of the four first permanent molars. What the baby's teeth are to be is, therefore, largely determined before he is born, and their structure is dependent on the health and nutrition of the mother.

Chemical examination of the blood during pregnancy seems to show that if there is no change from the ordinary diet the proportion of calcium (lime) in the blood is reduced. The demand for lime to build the bones and teeth of the child is too great for the supply in the ordinary diet. If no other source is obtained, nature makes an attempt to supply the child at the expense of the mother and lime is taken from her bones. This is not normal and occurs only to make up for a deficiency in food. Scientific observation has proved that by increasing the calcium (lime) in the diet, the calcium of the blood can be maintained at the normal level, and the bones and teeth of the child properly formed.

§3. SOURCES OF FOOD CALCIUM

MILK, figs, cabbage, and other vegetables are important sources of food calcium. It is always important to remember that if vegetables are boiled in water most of the calcium goes into the water; also that the skins of the vegetables often contain most of the lime and if they are peeled before cooking most of their value is lost. It is not difficult to learn how to increase the lime content of the food. The important thing is to remember that it must be done.

In more primitive conditions the diet was abundant or excessive in calcium. Now the diet of all

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civilized men is approaching the danger-point from reduction of calcium through the refinement of prepared foods and methods of cooking.

The care of the baby's mouth must not wait for the coming of the teeth. The mouth should be thoroughly cleansed every day with cotton swabs dipped in boric acid solution. Infections often occur because of imperfect cleansing.

Baby's sore mouth, known as "thrush," is caused by the growth of a fungus of the yeast family (*Oidium Albicans*). This growth may extend from the mouth to the stomach and bowels and become serious. There are several other kinds of infection common to the mouths of babies, but they can be prevented by cleanliness and in general yield to prompt treatment.

§4. WHEN SHOULD THE FIRST TOOTH COME?

"Baby has a tooth." You cannot tell when this signal will be flashed. According to the rules it should be at between seven and nine months. But there is a wide range among babies that are apparently perfectly normal. It is not very uncommon to hear of children born with a tooth. Tradition says that Julius Caesar was born with a tooth. Such an occurrence is unfortunate for the mother, and perhaps for the baby, for it may be necessary either to wean the baby or to remove the tooth.

In the normal order, the lower central incisor should be the first to appear, and in the development of the denture, the lower teeth should slightly precede the upper. This is by no means always true and in many children, apparently perfectly normal, the upper central incisor comes first, the upper teeth precede the lower and still a normal denture develops.

The change of order is always suspicious and at least opens opportunities for perversion in the denture.

The incisors (the four front teeth), both upper and lower, usually follow each other in rapid succession, and in two or three months from the appearance of the first all are in place. The end of the first year will perhaps be about an average time for this stage.

There is great variation in the next tooth to appear, and usually there is an interval of two or three months. Apparently in the normal order the canine (eye tooth) should come next, but often the first baby molar comes before it. By the time he is a year and a half old, the baby usually has one molar on each side, or eight teeth in sight in each jaw. The last baby molar normally appears during the third year.

In the eruption of teeth, as in most phases of life, there is a rhythm in growth; that is, the tooth will seem to be coming very fast, then will stop, and thence advance again. In forcing its way through the tissue it is literally true that the tooth has to bite the way through and the tissue it has to pierce is very tough. To bite and chew on hard things is the normal function. Every one who has watched a baby has noticed how quickly the tooth "grows" after its edge once cuts through. This is an indication of how great the resistance really is.

The baby wants and needs to bite and chew on anything hard it can get hold of. The fear of infection sometimes carries parents too far in the attempt to keep things out of the baby's mouth. The old-fashioned ivory ring with a ribbon tied to it is still an important help to the teething child.

The last of the baby teeth, the second temporary molars, should come through the gum at about two and a half years. They are much the largest and strongest of the baby teeth. They meet with greater resistance in forcing their way through the tissues and more often produce the general disturbances of teething.

§5. TEETHING TROUBLES

The coming of the teeth is a perfectly normal process and in many cases makes no disturbance in the health and happiness of the child, but in other instances the appearance of each tooth is preceded by a period of irritability, digestive disturbance, and even vomiting and fever.

If one studies the conditions in the baby's jaws and the processes that go on in the eruption of the teeth, the wonder is that these disturbances are not more universal and violent.

Each tooth is growing like an independent plant in its cavity or crypt in the bone. This growth produces pressure that forces back the surrounding bone and there must be as much pressure below as above. In fact, the wall of the crypt yields most where there is the least resistance. Normally the side toward the mouth gradually gives way and the sharp points of the tooth bite their way through the tough fibrous gum tissue. The pressure produced by the growth of the erupting tooth produces a feeling of discomfort that is relieved by intermittent pressure; hence the baby's desire to bite on hard things.

The bottom of the crypt for the lower temporary molars is very close to the trunk of the large inferior dental nerve and pressure often is produced upon this nerve. This is the source of the nervous disturbances.

§6. LANCING THE GUMS

The old-fashioned practice of lancing the gums was undoubtedly a good practice in cases in which it was indicated. It gives prompt and satisfactory relief when the pressure of the erupting tooth is the cause of the disturbance. When it is done, however, it should be done with knowledge and skill. The crown of the coming tooth should be reached with the lance and fully uncovered by two crossed incisions so as to relieve the resistance.

By the third birthday the baby denture should be complete, with ten teeth in each jaw. These teeth are usually white, even and beautiful. It should be remembered that they are to be used, at least some of them, for eight to ten years, and must be cared for. The usefulness and perfection of the permanent teeth depend upon it.

THE CHILD'S TEETH

By Harry B. Butler, D.D.S.

It needs no lengthy explanations to prove that the child's teeth can not develop as they should if the body is not supplied with a sufficient amount of the necessary building material. Hence, in the food for the child we should look especially to that part which builds bony structure, of which the tooth is a type. The two most important of these are phosphates and lime; and for the growing child there is no better source of these important elements than milk. After infancy, the diet of every child should include a glass of milk with each meal, and in addition to this there should be other sources of mineral salts, such as fruits, green vegetables, and pure water.

When the temporary teeth begin to appear, do not get the idea so prevalent, that as they are only "temporary" teeth their preservation is not of much consequence. *It is of supreme consequence.* Their presence in the mouth up to the very moment their successors are ready to take their place is absolutely essential. Their premature loss may be followed by a train of evils—imperfect chewing, poor digestion, irregularities of the second set of teeth, distorted features, and frequently severe suffering from tooth-ache and sleepless nights, which if long continued may induce permanent nervous affections.

Since the care of the first set of teeth has such an important bearing on the child's health, and as these teeth so easily and rapidly become injured when neglected, it must be one of the mother's duties to train the little one to keep his mouth clean. Cleanliness is the key to the proper care of mouth and teeth.

The mother should also get the little one into the habit of going to the dentist frequently for careful examination. This will go far toward preventing decay and will also lead to detection of decay before much harm has been done. Best of all, this will restrict the dentist's services to easy and painless operations, so that the child will have no fear of dentistry.

§2. THE FIRST, OR "SIX-YEAR," MOLAR

The first, or as it is often called, the six-year, molar tooth differs from the others in many ways. Not only is this the first of the permanent teeth to make its appearance, but it is the largest of the teeth. It differs from the teeth that have thus far appeared, in that it is not replaced by any other tooth and it does not replace another. However, this tooth is to play a very important part in the mouth, as it must sustain the stress of chewing during the period in which the temporary teeth are being replaced by the permanent teeth, and it also largely determines the position of the permanent teeth which follow, and, therefore, the shape of the jaw and the subsequent appearance of the child.

It is clear that the loss of such a molar or the loss of its use through disease or bad position may have serious results. Appearing, as it does, about the sixth year (giving it its name "six-year molar"), it takes its place behind the temporary teeth without any interference and is usually mistaken for one of the temporary teeth and is neglected upon the supposition that it will soon be lost or extracted anyway. Be sure, therefore, to watch for the appearance of the "six-year molar," and when it appears, the sixth tooth back counting from the front center, care for it as the most precious gem in the whole set. It is not only the chief grinder at this time, but on its proper location depends the regularity of the second set, as well as the proper development of the features.

§3. OTHER PERMANENT TEETH

As the second teeth develop and begin to take their place, be especially careful that the first teeth are removed neither too early nor too late. Normally, the permanent teeth will come up exactly under the teeth they are to supplant, and the roots of the temporary teeth will be gradually absorbed by the advancing permanent teeth, until nothing

but the crowns will be left hanging to the gums, to drop out in time of their own accord. Sometimes, however, the permanent tooth may start to emerge either inside or outside the arch. The root of the temporary tooth then fails to be absorbed, and it is an obstruction which must be removed before the second tooth has been forced out of line. Hence, special attention should be given to the teeth at this time. So important is this that the child should be under the repeated supervision of a competent dentist during this entire period.

§4. TIME FOR PERMANENT TEETH

Four first molars, one on each side of each jaw, 5 to 7 years.

Two lower front teeth, 5 to 7 years.

Two upper front teeth, 6 to 8 years.

Two more upper front teeth and two more lower front teeth, 6 to 8 years.

Four bicuspids, two upper and two lower, 8 to 10 years.

Two "eye" and two "stomach," 9 to 12 years.

Two upper and two lower second molars, 12 to 14 years.

Two upper and two lower third molars, 17 to 25 years.

KEEPING THE MOUTH HEALTHY *

By F. Blaine Rhobotham

More than usual concern must be given the mouth, if it is to be kept in a healthy condition. What is good practice in caring for one mouth may not be the best procedure in preserving the health of another; consequently one should give individual attention to mouth hygiene.

In general, a normal mouth consists of healthy mucous membranes, a full complement of teeth (anatomically formed and arranged and free from disease), perfect gums, and a normal, healthy tongue. The most important of these structures in a consideration of mouth hygiene are the teeth and gums.

The teeth, if normally arranged, are in tight contact with one another, thereby preventing fibrous foods from packing in between them. If foods are permitted to remain between the teeth, the by-products of their disintegration are injurious to the contiguous teeth and gums, and the remains are food for the various bacteria normally found in the mouth.

§2. DON'T USE TOOTHPICKS

Use of toothpicks is to be discouraged, for frequently they seriously injure the soft tissues surrounding the teeth.† Dental floss may be used carefully with less danger of injury. If a normally tight contact between the teeth does not exist, a skillful dentist should be secured to restore the normal contacts. This may be accomplished by fillings or by other ways he may see fit to employ.

Many cases of pyorrhea alveolaris have resulted from faulty relations between the upper and lower teeth when the jaws are closed. This is brought about by injury to the peridental membrane, as a result of the faulty occlusion. If this condition exists, a dentist should be consulted and the necessary steps taken. It is axiomatical that the best way to treat disease is to eliminate the cause, and many cases of seemingly serious pyorrhea have been cured by the simple remedying of improper occlusion.

Personal mouth hygiene is complicated by the placing in the mouth of artificial restorations and mechanical devices, in an effort to compensate for some loss or losses of the normal structures. A poorly placed filling is a simple example. If it overhangs the gums, it is not only a constant irritant, but it also affords a shelter for bacteria and decaying foodstuffs. Although proper personal care will help, one is fighting a losing battle until normal conditions are restored. Crowns, bridges, and partial plates that are not well made are other examples.

Simplifying the personal care of the mouth, therefore, depends greatly on correction of improper contacts, abnormal occlusion of the teeth, ill-fitting fillings, crowns, bridges, and plates. Seeing to these corrections is a logical part of a personal hygiene program.

Gastric disturbances are frequently reflected in the mouth, and many of the sore spots on the mucosa of the oral cavity are evidences of digestive irregularities. To maintain health, then, such symptoms should be recognized and their cause eliminated.

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†Children find it hard to use dental floss, and there are many times when adults find it inconvenient to do so; under these circumstances a *wedge-shaped* toothpick is permissible, but a sharp-pointed toothpick should never be used.—Editors.

§3. BE CAREFUL WHAT IS PUT IN THE MOUTH

Another means of preserving the health of the mouth is to avoid the introduction into the mouth of any harmful agency. Harmful acids or medicaments that may attack the teeth or softer tissues should be avoided. Habits such as chewing matchsticks, paper, pencils, and the like may not only be injurious as mechanical or chemical means of irritation to the soft tissues, but also as means of introducing harmful bacteria. The habit of putting unclean fingers in the mouth needs special mention. This practice is more common among children and is the means of their contracting many diseases, but adults too often are guilty of the practice and suffer from its consequences.

Accretions found on the teeth are from three main sources. The first is the food which adheres to them after drinking and eating. Sweet, starchy or sticky foods are the principal offenders. It follows that the teeth should be brushed after every "eating" to remove any remaining food particles that may have adhered to them.

Second are the salivary deposits, which are precipitated out of the secretions of the salivary glands. These deposits, composed chiefly of phosphate and carbonate of calcium, resemble the lime deposits found on the bottom of tea kettles, and are commonly called tartar. The parotid gland empties its secretions into the mouth via Stenson's ducts at a point opposite the cheek surfaces of the upper first and second permanent molar teeth. The submaxillary and sublingual glands empty their secretions into the mouth via Wharton's ducts beneath the forepart of the tongue at a point just back of the lower central incisors.

Because lime salts are precipitated from these secretions, the surfaces of the teeth that are near the points where the secretions enter the mouth are most liable to deposits of this nature. Therefore, special attention should be paid to the brushing of these surfaces of the teeth. Phosphate and carbonate of calcium are soluble in an alkaline medium, but are precipitated readily in the presence of any acid. The saliva is normally alkaline or neutral in reaction, but frequently becomes acid in recreation during certain illnesses or during the presence of foods or liquids that contain acid.

§4. MANY NEED ALKALINE MOUTH WASH

Some individuals have an acid saliva almost constantly. An alkaline mouth wash is advisable for persons who have an excessive amount of salivary deposits, to reduce the precipitation. A solution of three parts of lime water to one of dioxid of hydrogen is agreeably suitable as a mouth wash in these cases. Salivary calculus, as the deposits are called, cannot be brushed off the teeth after it has accumulated but should be removed by a dentist. Its formation, however, can be largely prevented by the use of an alkaline mouth wash and by very careful brushing.

The third type of deposit is called serumal calculus and is found under the free margin of the gums on the necks of the teeth. Like salivary calculus it is made up chiefly of phosphate and carbonate of calcium, but its origin is very different. It is excreted in the serum that is thrown out of the gum tissue hugging the necks of the teeth. It is generally believed that an irritation to the cervical gums is responsible for an excessive serumal "sweating," with the resultant precipitation of lime salts. Accumulation of this deposit under the free margin of the gums acts as a further irritant and thus the process goes on until it eventually ends in a formation of pus with its attendant complications.

The early detection of this deposit falls to the dentist and therefore it is an important precautionary and prophylactic measure to visit the dentist frequently for examinations. Some individuals seem to be free from serumal calculus, while others, frequently persons with teeth free from decay, are very susceptible. If it has once been detected in an individual's mouth, that person should be forever on the lookout for it.

One of the constituents of saliva is mucin, a secretion of the mucous glands that abound in the mucous membranes of the mouth. Mucin is sticky and mucilaginous and assists in making any deposit adhere to the teeth. An excessive amount of mucin in the saliva complicates mouth hygiene. An acid medium in the saliva increases its precipitation and, therefore, in persons whose saliva is ropy and contains much mucin, an alkaline mouth wash is advisable.

An impressive conclusion can be drawn from the fact that all common diseases of the gums, which result in the dread pyorrhea alveolaris, are primarily of an irritative nature and are usually preceded by a mild inflammation. Accumulations of food debris, salivary calculus, and serumal calculus are irritants; faulty occlusion is an irritant; ill-fitting fillings, crowns, and bridges are irritants. Irritants cause inflammation, and inflammations that are of long standing result in disease.

Any condition that causes continued irritation should be corrected as a hygienic and prophylactic measure. Inflammation in any part of the gums is a red lantern pointing out danger and should call for action. Therefore, as a part of our personal

care, it is as necessary to look for inflammation of the gums as it to look to the cleanliness of the teeth themselves.

§5. COARSE FOOD CLEANSES TEETH

THE EXCURSION of food over the teeth, in the course of eating, is one of the most helpful means of keeping them free from debris. Coarse food eaten at every meal and chewed with every tooth is probably the most effective prophylactic measure that can be taken. The teeth, like every part of the body, were devised for service and if we fail to permit them to function normally we can expect disease and destruction to follow, not only to the teeth themselves but also to their investing tissues.

Brushing the teeth is purely a mechanical means of removing any deposits that may have adhered to them. Therefore, a brush of suitably arranged bristles should be selected so that in the act of brushing the bristles can reach all surfaces of the teeth. To assist in the mechanical removal of debris, a powder or paste, containing substances that are known to be helpful should be chosen.

Various methods of brushing are advocated by authorities on the subject, but any means by which a thorough cleansing can be accomplished will suffice, provided the teeth and gums are not injured in the process.

§6. BRUSH TEETH THOUGHTFULLY

TO SCOUR the surfaces between the teeth, working the bristles well into the spaces between the teeth, with a vigorous rotary motion and without lifting the brush from the teeth, has proved quite efficient. The tendency to slight the job is most prevalent. There are five surfaces on each tooth and it requires time and thought to brush all surfaces well. One is apt to neglect the surfaces that need the most attention, because they are not easily seen by other persons, and are more or less inacessible to the brush.

Although teeth brushing should become a regular habit of duty, it should never reach the point where the movements are involuntary, but should always be a conscious act in which thoughtfulness is exercised to govern each movement of the brush.

How often and how long the teeth need to be brushed depend on the circumstances of each individual case. They should certainly be brushed after every occasion on which they have been subjected to substances that leave debris on them, and before retiring. A check-up on the efficiency of the brushing should be made frequently by the dentist. Much brushing is required in most cases, while in a very few cases the mouth is almost self-cleansing. Usually the type of enamel that has a very highly polished, smooth texture requires less brushing than other types.

The gums should be brushed from a position high upon the gums onto the teeth, to prevent injury from the bristles of the brush, and to keep from forcing foreign materials under their free margins. This has the effect of a massage to the gums and tends to keep up their tone and resistance.

§7. LET DENTRIFICE STAND BEFORE BRUSHING

TO GET the best results with a dentrifice, one of the most acceptable ways of using it is to apply it on the teeth and gums with the fingers, rubbing it well into the spaces between the teeth. This may be done first in the course of one's toilet and while attending to some other matter the dentrifice may be allowed to remain on the teeth and gums. After a period of five or ten minutes has elapsed the actual brushing can be done most effectively. This may be followed by a thorough rinsing of the mouth with a mild alkaline mouth wash or plain water, as the case may indicate.

A valuable accessory for the toilet of the mouth is a rubber bulb syringe, such as is commonly used by the dentist. Passing the outlet of the syringe along from tooth to tooth and forcing the stream of water between the teeth, is an ideal manner of thoroughly rinsing the mouth. Finally, with the mouth filled with water and the lips closed, the mouth can be flushed by forcing the water through the teeth.

CARE OF THE EYES *

By FRANK ALLPORT, M.D.

THE care of the eye commences at birth and continues uninterruptedly until death. A large proportion of the inmates of blind asylums are sent there on account of an inflammation that occurs about three days after birth. This form of ocular inflammation is known as "ophthalmia

*By permission of the American Medical Association.

neonatorum," or the "conjunctivitis of the newborn." It is an inflammation of the conjunctiva of a peculiarly severe type, and often results in impairment of vision. Intelligent medical care is necessary to save the sight in such cases, and nurses and parents should strictly follow the advice of their physician, for, if such counsel be in accordance with modern science, the percentage of blindness among new-born babes will thereby be greatly reduced. The Credé method of dropping a few drops of a 2 per cent solution of nitrate of silver into the eyes of all newly-born babies should invariably be used, whether there is any apparent reason for it or not. This simple process, if faithfully followed, would go a long ways toward the prevention of blindness.

Even if such an unfortunate disease does not exist, nurses and parents should exercise great care of the eyes at such times by keeping them clean and by frequently bathing them in warm water. Occasionally, if the lashes seem scaly, the greasing of the edges of the lids with a little vaseline will prove beneficial.

Eyes of young infants should be protected from glaring lights, and it is advisable that their room, while warm, well-ventilated, and cheerful, should not be so situated as to expose the eyes to the direct rays of the sun. The value of this suggestion is not confined to indoor care, for the delicate retina may easily be injured by the not unusual practice of allowing a child to lie in its carriage and gaze directly at the sun, without being protected by an umbrella or a veil.

The attention of an infant should not be directed to objects held close to its face. The reason for this is that marked and frequent convergence of the eyes may be liable to assist in the production of strabismus, or cross-eyes. As the child grows older, this precaution should not be forgotten, remembering, further, the possibility of encouraging myopia under the pressure of extreme convergence and close application. Children should, therefore, be discouraged from playing with small objects, toys, etc., and from poring over story and picture books. They should be encouraged in outdoor amusements and sports, where the eyes, during these developing periods of life, can have wide range and free scope, and where the general physical health and development take the precedence over ocular and intellectual labor.

§2. THE USE OF GLASSES

Ordinarily, there is a great indisposition to wear glasses; a prejudice that is born and fostered of ignorance. Few misapprehensions are more foolish, for the proper adjustment of lenses to the improperly refracting eye is one of the greatest boons to humanity. Where glasses are needed, they should be worn, and a failure to do so means deterioration of ocular health and functions, and usually produces much unnecessary suffering to the individual.

To those who wear glasses, a few words as to their proper use may not be inappropriate. In the first place, if eye-glasses are worn, they should not be folded together, as by so doing, they soon become misshapen, scratched, or dulled. They should either be hung unfolded on a hook on the outside of the dress, or carried flat in a case, thus keeping their shape and luster. For the same reason, glasses should not be laid carelessly on tables or stands. They should be kept clean. This may be done by rubbing them gently with a clean and soft cloth, it being unnecessary (in accordance with popular fancy) to employ chamois-skin. Glasses should not be worn indefinitely. They should be changed or repaired as they become worn, nicked, cracked, and out of shape.

An important point in obtaining glasses is not only to get the lenses that have been ordered after a careful examination by a competent physician, but also to see that the frames are correctly adjusted by a competent optician. This is necessary, as there are so many varieties of facial features which require genuine skill and judgment to harmonize with lenses and frames that the proper fitting of the spectacles and glasses requires the combined skill of both the physician and the optician, and the one will be sadly crippled without the intelligent aid and co-operation of the other.

§3. LIGHT

One of the most important questions pertinent to the care of eyes is that of light. This may seem a matter that can be easily managed, but he who entertains such a sentiment has but little knowledge of the unfortunate circumstances under which a large proportion of the human race work. To say nothing of the improper lighting of schools, there are an immense number of people who work at home, in inside-court rooms, by insufficient daylight by day, and by wholly inadequate light at night. Again there is another class who continue to read without artificial illumination after twilight has arrived and when natural illumination has become feeble. There are others who read or work by one or two gas-jets or electric bulbs in a chandelier situated at a distance from their book or work. Others work habitually in banks, office buildings, etc., where good daylight never penetrates, and still others, who not only read on

trains by daylight, and are subjected to the jolting of the cars, producing a strain on the ciliary muscle, which continually establishes new accommodative adjustments, but who foolishly read by the dim and insufficient overhead light that is usually furnished in the cars of many of our railways. If one will or must read on the train at night, he should endeavor to travel by a road amply and brilliantly lighted by electricity in general and by opaque incandescent lights in each section, such as may be found on many railroad lines at the present day.

The best light is the diffuse natural light of day, and the best artificial light is that which most nearly approcahes daylight. Even daylight may be abused, or, at least, it may be improperly used, for care must be taken that it reaches the object gazed at in the right manner. For obvious reasons, a desk should not be situated so that the light comes directly into the face of the worker; neither should the light come from behind the worker's back, as his body will shade the page; nor from the right side, as his hand will do the same thing. The light should come from the left side, so that it may be ample and yet not shine directly in the face, and so that it may strike the paper during the act of writing, without obstruction from the hand. In reading without a desk, the individual should sit erect, with the back held reasonably up, with the light coming from the left side, as in this position the best and most unobstructed illumination is obtained. These rules are equally necessary and applicable when using the eyes by means of artificial illumination.

Artificial light for reading or sewing should be profuse, white, and steady. Kerosene, gas, and electricity are the principal sources of illumination used at present, and it may be said that they are all good, and perform admirable service if properly controlled. They should be shaded by opaque globes, colored white on the inside, and preferably tinted green on the outside. They should be placed in such a position that they are brought sufficiently near the individual to afford ample illumination.

The chief objection to the incandescent light consists in an annoying and trying shadow emanating from the heated wire that is thrown on the page beneath. This can, however, fortunately be remedied by the use of opaque globes.

§4. PRINTED MATTER

Much of the print thrown on the market is extremely small, badly impressed, and hence very injurious to the eyes. This is usually found to be the case in cheap papers and novels that are widely read; consequently, the effects are felt by a large proportion of the population of the reading world. Newspapers especially are poorly printed, and, as no other publications are so freely read, the effect on the eyes may be pernicious.

In choosing books, too much care cannot be bestowed on the selection of large, clear type, and, as almost everything worth reading can be found well printed, cheap and injurious publications should be avoided.

The paper from which we read, or on which we write, is also of importance. A dull-surfaced, slightly tinted paper is preferable to white, and the best tints are delicate shades of gray, neutral tint, or bluish-green.

§5. CARE OF THE EYES

A prolific source of eye-strain is reading whilst the body is resting in a recumbent position. Especially is this so during convalescence following a severe illness, when the temptation is strong, but the general and ocular systems are weak and unable to stand even a limited amount of work. Even in health, owing to the fact that under such circumstances it is practically impossible to hold a book in a favorable position where the muscles of the eye will not undergo excessive strain in accommodating themselves to the abnormal posture, such a practice is injurious.*

It must never be forgotten that the eye is a delicate and exceedingly complex organ, and that, while it is long-suffering, its endurance has a limit, which, if pressed too far, will rebel and precipitate the most direful consequences. Therefore, the eye should be treated with judgment and forbearance, and not be made to perform more than a fair day's work. Such a resolution would suggest occasionally resting the eyes during working hours by looking from time to time at distant objects through a window, or by changing occupations as often as may be, i. e., from reading to writing, and from writing to some other form of employment. Moreover, it must not be expected that after using the eyes all day in an office or a store they can be used the major part of the evening at home.

It should always be borne in mind to hold the

*The eyes are often sensitive after illness, particularly after measles and scarlet fever, and the mother must take care that they are not used too soon or too long at a time. Care at such times, even at the cost of some trouble in providing entertainment which avoids over-use of the eyes, should not be weighed against the harm that may result from overstrain.

The child should not be allowed to form the habit of rubbing the eyes. A teaspoonful of boric acid dissolved in a pint of water is an excellent eyewash, and a child who persistently rubs his eyes may need to have them washed every day. Such treatment will doubtless do much to prevent styes and crusts on the edges of the lids, to allay inflammation, and often to avert more serious trouble. Use bits of absorbent cotton for cleaning the eyes—a fresh piece for each eye—and destroy them immediately.

book, page, sewing, etc., as far away from the eye as is compatible with good vision, as the farther away such work is held the less the ciliary muscle is taxed for accommodation, and the less are the internal recti muscles used for convergence. The natural tendency is averse to this rule, but, if faithfully remembered, it will soon become second nature, and the greatest amount of eye-work can then be performed with the least amount of strain.

It is wise to use caution in passing suddenly from a very dark to a very light room, and to avoid looking at any bright object, such as the sun, an incandescent light, or white shining snow, for a protracted time, through fear of deleterious effects on the retina.

The general system has much to do with the health of the eye. He who considers that the eye is a little kingdom set off by itself, with separate laws and administration, will make a grave mistake. Anything that is generally unhealthy and debilitating can have a corresponding effect on the eye, and anything that conduces to health and vigor will assist in maintaining ocular strength and vitality. Let him, therefore, who wishes to keep his eyes in a strong and useful condition, see that his digestive and eliminative functions are properly conducted; that his body is not poisoned with drugs or stimulants; that he takes an abundance of outdoor exercise; that he has plenty of refreshing sleep, and that he occasionally rests his mind and body by a relaxing vacation. In short, let him be sure that he is following sensible rules of hygiene, for by so doing not only his general health but the usefulness of his eyes will be best maintained.

CARE OF HEALTHY EARS

HEALTHY ears require little or no care beyond keeping the external portion clean. No hard article of any sort should be introduced into the ear.

Children sometimes push beads or other objects into the ears. Do not try to remove any foreign body from the ear with a wire or anything pointed. If it does not fall out when the ear is inclined downward and the head shaken, take the child to a doctor.

Do not try to swab or dig out earwax. Careful bathing each day will keep the ear passage free from such accumulations. If enough has formed to block the passage, take the child to a physician.

Do not let the child stand near a cannon or a giant firecracker which is about to explode.

Do not strike him on the ear, and teach him that he must never hit any one else there.

Never insert medicine or douches in the ears except under your physician's advice and direction.

Never pull the lobe of the ear.

DO YOUR EARS HEAR? *

By HAROLD HAYS

§1. MOST DEAFNESS STARTS IN CHILDHOOD

THE MAJORITY of cases of deafness start in childhood and the majority can be arrested at that time. This means that there are some cases that cannot be improved or cured. No one can do anything for a deaf-mute. Seldom can anything be done for the child who becomes deaf as the result of syphilis or meningitis. Often very little can be done for the ears of the child who has had a severe mastoid operation. But a great deal can be done for the child who has become deaf as the result of one of the contagious diseases, from repeated colds in the head, from repeated ear-aches or from blowing his nose improperly.

§2. TRY THESE TESTS ON YOUR CHILD

THE chief tests to be used are the natural voice, the whisper test, and the watch test.

1. *The Voice Test.*—The ear not to be examined is closed off with the finger. The examiner stands at least twenty feet away in a quiet room. In a natural voice, he states numbers which he asks the child to repeat. The normal ear should hear the voice at twenty feet. The other ear is then tested in the same way.

2. *The Whisper Test.*—The examiner should stand at least ten feet away. He then whispers numbers or words, gradually approaching the child. The whispered voice should be heard six feet away without any difficulty.

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3. *The Watch Test.*—Any loud-ticking watch will do for the test. One should start at least ten feet from the child and gradually approach. The watch should be heard distinctly at six feet.

Of course it is almost impossible to make these tests accurately in very young children and sometimes in older ones. But a great deal can be gained from ordinary conversation. If one once obtains the confidence of the child, it is seldom that he cannot ascertain whether there is any appreciable degree of deafness.

If one finds that a child is deaf, what can be done to improve the hearing defect? This will depend on the degree of deafness and the pathological condition which is present in the ear. Moreover, it will depend on the factors which may, sometimes very remotely, cause the trouble.

The child may be deaf from a stoppage of the tube going into the ear from the throat (the eustachian tube) because of the presence of diseased tonsils and adenoids. To improve the ear condition, the tonsils and adenoids must be removed. Otologists feel that there will be far less deafness in the future because tonsils and adenoids are being so well removed nowadays.

The child may have a running ear. This discharge from the ear must be arrested in some way. The treatment will vary considerably according to the individual case.

Or the child may be blowing his nose like a trumpet and forcing too much air into the ears with the result that the drums are blown out of position. In blowing the nose, the handkerchief should be held loosely below it or one nostril should be held at a time.

Aside from these forms of treatment, the ear specialist will be able to employ certain forms of treatment adapted to the individual case. In any event, one must consider that no treatment is disastrous, that inefficient treatment is useless, and that worth-while results can be obtained in many cases, provided there is the proper co-operation between the patient and the specialist.

Do your ears hear? Not only should every one ask himself that question but he should test his ears to find out. Procrastination is criminal. One year of inattention may mean dozens of years of suffering and, when that time comes, the time when little can be done, you will go to the conscientious ear specialist, who will tell you how hopeless the condition is. Then you may spend thousands of dollars visiting the endless number of quacks, who will promise you everything and do nothing. If all the money that was spent on quacks were devoted to the study of the problem of deafness, it might be possible to do something worth while in the years to come.

§3. THREE SUGGESTIONS FOR THE DEAF

Lip-reading is the salvation of the deaf. In the first place it stimulates the individual to a greater effort to understand, and therefore stimulates the ear mechanism. But one must remember that lip-reading is a new language and that it may take years to master it. But it also takes a long time to master the German and the French languages.

Once the art of lip-reading is cultivated, a patient's whole life is changed. He understands! I know of deafened soldiers who have mastered the art of lip-reading in three months of intensive study and I know of one case in which the family did not learn for months that the soldier was deaf.

The wearing of a hearing device goes against the grain of the majority of deaf people. They are so afraid they will be found out—that they look conspicuous. But the only people they fool are themselves and to-day the wearing of hearing devices is so common that no one ever notices the person who wears one.

But the greatest salvation of the deaf is in joining one of the various leagues for the hard of hearing. The national organization, the Federation, is composed of leagues situated in various cities throughout the country. In these leagues one will find deafened people who have become mentally rehabilitated and happy.

Here one is taken into the inner sanctum and made to understand that the deaf person is his own worst enemy and that he has the same rights and privileges as hearing people if he will only get the kink out of his brain and act like a hearing person. The leagues have social service agencies, they have employment bureaus, they have classes in lip-reading, they indulge in suitable social activities, but better than all this is the propaganda they are spreading that deafness must be prevented and that every teacher, every parent, every physician must be made aware of this fact.

CARE OF THE CHILD'S HAIR

The scalp should have the same care that the rest of the skin requires. It should be washed sufficiently often to keep it clean and active, but not often enough to remove all the natural oil. When the child has short hair, the head may be washed two or three times a week if necessary.

The shampoo is done most conveniently at hot-bath time while the child is in the tub. Use either a jelly made of plain mild soap such as castile, dissolved in hot water and cooled, or surgeon's liquid soap, or some of father's shaving cream. First wet the hair and then rub well into the scalp some of the jellied soap, the liquid soap, or the cream, using great care that the finger-nails do not scratch the skin. Then attach the bath spray and regulate the temperature of the water through it so that it will be neither too hot nor too cold. Give the child a dry small towel or wash cloth to hold over his eyes. Then with his head tipped back over your arm so that the water runs away from his face, rinse the soap from the hair. Do this thoroughly. The hair should be rubbed nearly dry with towels and, if long, should be allowed to hang loose for a time.

If the child is unfortunate enough to come into contact with some one who has head lice, and he acquires some in his own hair, it is a simple matter to get rid of the lice. Obtain from the druggist an eight-ounce mixture of alcohol and glycerine in equal parts with a little rose-water. The alcohol will kill the living lice and remove the nits, or eggs, from the hair; the glycerine will keep the alcohol from injuring the hair. The rose-water is merely to make the mixture smell better. Saturate the hair with the mixture and then comb it with a fine comb.

The selection of the comb and the brush is important. The comb should have the teeth set fairly wide apart, with the points dull and the edges rounded so that the hair cannot be caught and pulled out or broken off. The brush for the hair should have moderately stiff bristles, and the back should be made of material which will not be injured by hot water. Both brush and comb should be kept scrupulously clean. A good rule is to wash both as often as you wash your hair.

CARE OF THE NOSE AND THROAT

By Andrew F. Currier, M.D.

The air we breathe is unfit to enter the lungs directly and so nature has provided contrivances by which it may be prepared for entering the lungs and the blood and sustaining life.

The nose, not the mouth, is the channel by which the air and the vital oxygen it contains should find its entrance into the body.

In adult life there is a screen of hairs at the entrance to each nostril moistened by the fluid which comes down into the nose from the eyes through the nasal ducts. The entire inner structure of the nose is lined with mucous membrane, moist and sticky with the mucus which it prepares.

The air which comes into the nose with each inward-drawn breath must pass over this moist mucous membrane while the hairs catch particles of dust and other substances which may be in it.

On the inner side of either nostril are also three curious scroll-shaped fragile bones, the turbinated bones, and through their grooves and passages the air is conveyed for further purification.

Air passing through this apparatus is also warmed and thus made ready for its entrance into the lungs.

Below and above the eye are the so-called nasal accessory sinuses communicating with the nostrils and probably having more or less to do with the preparation of the air supply.

Where the nose ends internally and the pharnyx or throat begins is an enlargement narrowing the air passage and on either side of it are the tonsils. Here, too, in the region of the throat and tonsils the diseased structures known as adenoids are developed and these are often a source of great harm and trouble, especially in the throats of young children.

These adenoids not only may interfere with and obstruct breathing through the nose but they may also block the opening to the Eustachian tubes which lead from the nose to the ears and be a cause of middle ear disease and deafness.

Carefully though the air which enters the body is thus filtered and prepared it is yet a fact that many of the diseases from which people and especially children suffer are conveyed by germs through this air apparatus. How much greater is the danger then when the air is inhaled through the mouth which has none of the necessary machinery for purifying it!

The nose is not only a filter of dust and germs but it is a moistener of the air and it is always important that its mucous membrane be protected from dryness.

Mouth-breathing is a serious trouble; it necessarily means dryness of the mucous membrane of the mouth and throat with much discomfort even when there is no acute disease. Children who are mouth-breathers are often undernourished and undeveloped and have defects and deformities of the teeth and palate.

The nose should be cleaned as a part of the morning toilet. Dip the wash cloth in warm

water, squeeze out the water, hold the warm wet cloth over the nose, and breathe through it. After a minute or two blow through first one nostril and then the other. If the dried mucus and dust does not come away with this treatment, a dab of vaseline may be introduced into each nostril. Under no circumstances should any liquid be sniffed up the nose.

Picking the nose should be avoided; it is a bad habit and may have bad consequences. When it is necessary to blow the nose, compress one nostril and blow into the handkerchief and then repeat on the other side.

Do not neglect adenoids and enlarged tonsils; they are often the source of sore throat, enlarged glands of the neck, deafness, rheumatism, and heart disease. When children have colds they should neither kiss nor be kissed; and when older persons have colds they should not kiss children.

CARE OF THE FEET

Attention has already been called to the necessity of wearing properly fitting shoes (see page 226).

From the first a child should be taught to walk with the toes straight ahead, toeing neither out nor in. Turning the toes out in walking throws the weight on the inner side of the foot and tends to produce the condition known as "flat foot."

The names "flat" foot, "weak" foot, "pronated" foot, and "broken arches" are given to conditions in which the foot is rolled outward and the ankle is bent inward. The foot is not really flattened nor have the arches actually broken down, but the muscles of the leg have been so strained that they are no longer able to hold the foot in an upright position.

Flat foot is quite common in children. Those so afflicted turn the toes out and walk with a stiff gait. The shoe will have the upper bulging inward over the heel and instep; the front inner corner of the heel and the inner portion of the sole will be worn off. Such children tire easily and complain of pain in their feet, legs, and back, and often object to walking any distance.

Since the shoe is usually at fault in these troubles the first step in the cure must be to have the right sort of shoes properly fitted. In addition to the right kind of shoes the foot must have strengthening exercise—walking, dancing, standing on tiptoe, and the like. An essential part of this treatment is to improve the child's health and general condition in every way by proper food, exercise, and other hygienic measures.

In bad cases of flat foot it may be necessary to use, temporarily, heels raised somewhat on the inner side, braces, or supports, while the weak muscles are growing strong; but, where such care is needed, the case should be in the hands of an orthopedic surgeon for proper treatment. This of itself will be of little use unless it is accompanied by regular exercises taken twice daily. Suitable exercises are:

1. Turn the feet inwards against resistance. (This is done by the hands of another person.)
2. Rise on the toes with the feet close together.
3. Rise on the toes, but separate the heels as they rise, the toes being kept together.
4. Walk on the outer border of the foot.
5. Sit on the floor in a cross-legged position with the outer border of the feet resting on the ground; this will relieve the strain on the instep, and be a comfortable position.
6. Standing, lift the toes alternately from the ground, quickly repeating until tired.
7. Skipping, tripping, and running on the toes should be encouraged; all these exercises will improve the condition of the feet and develop a good instep.

CARE OF THE NERVES*

By Isaac A. Abt, M.D.

The tendency to nervousness may be inherited or acquired. The offspring of parents with lack of nervous and mental control show symptoms of nervousness in earliest infancy. They are restless whether awake or asleep, and are easily startled. They often cry both before and after feeding, and frequently fail to gain in weight. Many show an aversion to food with consequent disturbances of nutrition. Usually they have an uneven temper.

Aside from the hereditary influence that parents transmit, the environment that they create is a

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potent factor in deciding the character and the nervous stability of the child. Environment is the atmosphere in which the child lives. Unconsciously he acquires habits, lines of action, and modes of thought from his surroundings. In the development of his character, example and imitation are powerful factors.

The so-called nervous child is frequently an untrained child of untrained and weak parents. It has been estimated that 50 per cent. of the nervous children belong in this group. The children may be overstimulated by excessive attention, as by rocking or coddling.

§2. MOTHER'S ATTITUDE IMPORTANT

The young, inexperienced mother is frequently confused by her task. Her new responsibility may make her extremely nervous. She shows anxiety if her baby does not sleep, or she becomes frenzied if he does sleep. She overclothes him lest he catch cold. She picks him up the moment he cries. She paces the floor with him or sings to him or rocks him. She fails to feed him with regularity. In short, she fails in the normal training process.

The most characteristic feature in the mental life of the young mother is her anxiety about the new-born baby. Anxiety may be so far advanced that her judgment becomes unsound and her fears constitute an abnormal nervous condition. Such a mother may imagine that her child is suffering from an incurable disease. She thinks that she is unable to bathe the baby. She fears that he will drown in the bath or catch cold. She is afraid to take his temperature for fear of injuring him. She bundles him up unnecessarily. She reads carefully one of the numerous books on the care and feeding of the baby and becomes greatly exercised if he does not gain in accordance with the printed chart. If the baby's behavior does not correspond to the descriptions in the text-book she is alarmed. Because of her unstable nervous condition she asks and receives suggestions from numerous friends and relatives. She becomes more and more confused and fails to carry out a normal routine in the care of the infant. Even the physician's orders are neglected or misunderstood. This confusion on the part of the mother disturbs the normal life of the infant, who reacts by becoming nervous.

§3. THE DANGER OF TOO MUCH ATTENTION

Infants and young children frequently suffer from the attention showered upon them by the parents, numerous friends, and relatives. They are picked up, hugged, kissed, caressed, shouted at, sung to, exhibited to friends and neighbors by unthinking parents, until the babies show symptoms of nervous exhaustion.

The young child has a natural tendency to imitate the acts of the adults with whom he is constantly associated. The varying moods of the parents, their sorrows, joys, gestures, and manner of speech—all make an impression upon the child and he imitates them unconsciously. He learns by precept and example. His first lessons come to him in the home.

If the home is calm, cheerful, and tranquil, the child is happy and evenly poised in his mental and physical life. If, on the other hand, the home is chaotic, and the parents given to undue emotionalism, the child loses the finer balance of body and mind and he becomes nervous.

Children are very susceptible to impressions received from external sources. This is particularly true of those of runabout age. Conversations which involve the conduct of the child are frequently carried on in his presence. He hears that he will not eat certain things. It is also mentioned that the father, for example, dislikes the same foods. The subject then reverts to the physical health of the child. He learns that he is delicate or that he is naughty. The mother may proudly tell the tale of some childish prank, perhaps at great length; or tell a story of grief, sadness, and remorse. Again, she may discuss her feeling of offense or her sense of injustice in the presence of the child. He may hear stories illustrating jealousy or anger. All matters which refer to trouble and grief depress the child. They suggest unhappy trains of thought and produce nervousness. Sometimes the evils of suggestion are brought about in a more direct way. The child is told that he looks bad. He is asked if he is ill, if he feels pain. Any one of these numerous questions suggests illness instead of health.

§4. DON'T MAKE A CHILD FEEL INFERIOR

Not infrequently children are impressed with the idea that they are inferior. These children usually become completely dependent upon others —weaklings who fail to develop any sort of independence. Everything is done for them by a willing mother or nurse. Every want is supplied. Every wish is anticipated. The child is applauded for everything he says and does and his cute acts are related to friends in his presence. When the child goes to school or mingles with other children, he no longer receives this amount of attention, consequently he feels hurt and inferior.

Parents are sometimes to blame for this feeling

of inferiority. I recently overheard a mother tell her ten-year-old nervous boy that he was not as active as his six-year-old brother, did not have the endurance of his brother, other boys took advantage of him and overpowered him physically. He was bright mentally, read voluminously, but had no physical endurance. He was weak and delicate, she said. When this child was away at school he was active and played enthusiastically with the other boys. But at home he unconsciously assumed the role of an inferior weakling which his mother insisted upon assigning him.

§5. CHILDREN IMITATE PARENTS

In the first years of life we have no one to imitate but our parents and thus they become our ideals. The normal child who imitates both parents, or the parent of his own sex without being hostile to the other parent, and who eventually comes to imitate persons outside the family circle, will build up a normal and original personality. This condition, unfortunately, does not always prevail. Children frequently are influenced by one parent more than the other. The nervous parent with perhaps a more colorful personality may attract the child more than the normal parent. If there is not perfect accord and harmony between his mother and father the child becomes emotionally confused, uncertain in his allegiance, and eventually is a victim of abnormal emotional states, conflicts, repressions, and general nervous abnormality.

Some stories stimulate undue emotion, excite unwholesome imagination, cause dread and fear, and suggest thoughts which are ordinarily outside the range of the child's mental processes. Not infrequently the authors are themselves nervous and create morbid situations which depict misery, suffering, and sin. The impressions which the child receives from such books inevitably produce abnormal mental states.

The child's toys should be simple. Elaborate and complicated playthings teach him extravagance and selfishness and he soon wearies of them, becomes discontented, and demands the excitement of new ones in increasing number and variety. Blocks, dolls, a ball or a bat are more suited to the child's mental and physical development.

§6. AVOID FRIGHT AND FEAR

Fear is a part of normal childhood, but it may be abused for discipline. The child is told that the policeman is coming; he is threatened with the chimney sweeper or the bad man who takes away disobedient children; he is warned against Old Bogey, the man-eater, bears, lions, wild animals that eat bad children, and the doctor who wants to cut out the child's tongue. This explains why some children cry when the doctor comes, and the shrinking, run-away feeling they have when they meet a policeman. Fear jars the nervous system and the effect may be felt for a long time. Great fright, such as occurs when a child is attacked by a dog, sees an accident, or hears the details of a tragedy, causes a commotion of nerve structure and may result in what is called psychic trauma (mental wound). The effect upon the child depends upon the stability of his nervous system and the intensity of the shock. Just as one would protect a child against physical wounds, such as a blow or a fall, so one must protect him against mental wounds.

Sensible training may correct the nervousness in a child who has an hereditary predisposition. A child who is originally not nervous may become so if the training is improper. Good training should prevent the occurrence of nervousness. The method of such training consists in regulating the conditions of the child's life, in harmoniously developing his body and mind and in eliminating unsuitable factors from his personality and environment.

There may be lack of self-regulation, particularly in children who are unduly bright and precocious. Children who are thought by the parents to be extraordinarily gifted are frequently those who lack development of feeling and of will. Parents are frequently at fault in the management of these children. They look up to them with admiration and defer to them in many respects.

Precocious children not only frequently lack feeling, but they are egotistical, self-willed, and have poor moral judgment. They object to playing with children of their own age and seek the society of adults. Children should be discouraged from exclusively seeking the company of adults. The unfavorable influences of adult surroundings is best noted in the case of the "only child," who is usually precocious and has a number of nervous symptoms. These nervous children should be placed in school with children of their own age; public schools are better adapted to their needs than private schools, where there are already many children of the precocious, nervous type. The school exerts a leveling influence; it demands regular and uniform working hours and control of the attention and of the will. The nervous child learns to control his attention and, in the calm impersonal atmosphere of the schoolroom, he learns to restrain many impulses to nervous outbreaks to which he would ordinarily give vent. It is important that children should mix freely with normal companions not only in the schoolroom, but

also on the play-ground. Nervous children, on account of their egotism and conceit, do not play freely with others unless they are deferred to. They often choose younger or weak-willed children as their playmates. Tendencies to nervousness are frequently corrected if the child can be induced to mingle with the group. The beneficial effects of this social contact is especially noticeable in the summer camps. Children have a keen sense of justice, and differentiate quickly between the normal and the exceptional child. If a child acts smart, if he is not a good mixer, if he is overbearing or arrogant, his group or the whole camp will at once set about to correct these defects.

§7. MUST ALSO TRAIN PARENTS

Treatment of nervousness consists not only in training the child, but more truly in training the parents, the grandparents and the friends. Parents are difficult to handle. At times they seem unwilling to co-operate with the physician.

Regularity of habits should be taught first of all. Too much attention should not be showered upon him. He should be treated with disregard and unconcern. A child who has learned to take things as a matter of course and to accept things as they exist (adaptability), has gone far toward safeguarding a healthy nervous system. For the infant, discipline consists in regular feedings of the proper quality and quantity of food, providing proper clothing, and eliminating coddling and rocking. In some instances the mother is not required to take care of her own child; lack of experience unfits her for this duty. To use a familiar expression: "She gets on the child's nerves." In these circumstances a competent nursery maid should be secured. This is more easily said than done, for nursery maids are human. Many are nervous and lack patience.

The infant should have an abundance of sleep. This fortifies him against nervous instability. Sleep should take precedence over everything. Nothing is more vital for healthy development.

Every normal child should have a certain amount of work assigned to him. There is a deep significance in work for the hygiene of the nervous system. It produces a feeling of satisfaction, fixes the attention and dismisses injurious fantasies. Idleness is a fruitful source of nervousness. Occupation and work may be considered one of the most helpful remedial agencies in the treatment of nervous conditions. Overwork, however, must be avoided. Excessive mental or physical effort causes fatigue, after which recuperation must take place before new activity may be begun. This is particularly true of school work. In many instances it is better for nervous children to begin school at a later period than normal children. Teachers as well as parents sometimes overburden the pupil. Nervous parents are most frequently at fault. They are vain and ambitious for their children. They encourage them to bend every effort to excel. This stimulates the vanity of the child. He strives to lead his class. At first he suffers from fatigue and then from nervousness.

The child should be taught by word and precept to be unselfish and unconscious of self. He should be encouraged to participate in healthful play out of doors, and to endure pain without shrinking. A child who meets pain bravely has gained a great victory over nervousness. Just as muscular exercise strengthens and toughens the muscle fibers, so the ability to bear pain with fortitude strengthens the nervous system. It need hardly be added that it is a child's normal business to play. Normal play invigorates him physically as well as mentally.

The keynote of all training should be moral education, which may be altogether independent of religious instruction. Teach the child to love goodness, truth and justice. So taught, he is well protected from those enemies which threaten stability of the nerves. Love of fellowman, unselfishness, a feeling for the welfare of others, and a strongly developed sense of duty—these qualities fortify one most surely against that egotism which leads to neverousness.

CARE OF THE HEART

By Charles V. Craster, M.D., D.P.H.
Health Officer, Newark, N. J.

The physiology of the heart shows that this organ possesses a vast store of reserve power which has to be used up or the structure damaged to a great extent before function becomes impossible. According to Williamson the heart "performs work each day equal to that done in raising 17,500 kilograms through a distance of one meter."* Damage to such a machine must be very severe if it fails to function as intended by nature.

*Or lifting 17⅝ tons a distance of 3 feet.

It is natural to assume, however, that at the later age periods a heart damaged by valvular disease or degenerative myocarditis has perhaps reached the limit of its accommodation to the burden of life and only in rare instances can it be bolstered up by care and relief from strain to enable life to be prolonged.

§2. THE PREVALENCE OF HEART DISEASE

To WHAT extent heart disease is present in a population can only be very indefinitely estimated. In a report of the New York Association for the Prevention and Relief of Heart Disease, Emerson gives the results of an investigation of the attendance at ten large general hospitals in New York City and 43 special cardiac clinics. In this report it was found that 4.58 per cent. of patients admitted to these hospitals in one year were cardiac cases. It is Emerson's belief that 2 per cent. of the people of all ages and sexes are suffering from heart disease. This would mean an army of 2,000,000 persons in the United States having some form of heart disease in its various stages of disability. Examination of 139,770 children over six years old in New York schools showed that the incidence of heart disease for all cases examined was 1.4 per cent., or a total of 5,730 at this age period.

The incidence found to exist among school children is significant of the damaged hearts existing at early ages and which in the later age periods is responsible for the incapacity and mortality of the wage earners. About 2 per cent. of all persons examined by insurance companies are rejected each year on account of cardiac defect.

§3. THE CAUSE OF HEART DISEASE

THE GREAT destruction of life as a result of heart disease is not brought about with few exceptions by acute processes during adult life, but rather as a result of progressive incapacity of the heart mechanism consequent upon serious damage at some previous age period. It is very generally agreed that this occurs during infancy and early childhood. The known diseases affecting the heart are rheumatism, chorea, scarlet fever, diphtheria, and possibly whooping cough. In the case of the three epidemic diseases quarantine and isolation methods are widely enforced, with the result that medical examination of the chest and heart is a routine procedure with most physicians. This in itself is a safeguard against undetected heart disease and assures the patient, in the majority of cases, skilled advice and treatment.

§4. RHEUMATISM AS A CAUSE

THE INCIDENCE of acute and chronic heart lesions found to exist during and after attacks of rheumatism justifies us in regarding this affection as the reservoir, so to speak, from which most organic heart disease is transmitted to the individual. There is no more insidious disease than rheumatism which manifests itself under a variety of grades of severity from the untreated "growing pains" of young children, the oft repeated sore throat and stiff neck of young adults, to the grave infection known as rheumatic fever with its immediate menace to the patient's life.

§5. REMEDIAL MEASURES

THE MEDICAL profession has long regarded a damaged heart as incurable. Medical efforts at relief of symptoms are now more generally directed to the care of the patient, not only in the physical, but also in the social sense. Great strides have been made in recognizing the special treatment and nursing necessary for the cardiac cripple. In no other disease-disability is rest so necessary for recompensation as in heart disease. Quicker diagnosis of heart lesions would result in earlier and more effective rehabilitation of such cases.

§6. IS PREVENTION POSSIBLE?

IF WE look upon the mortality from organic heart disease as a failure of heart function due to cardiac damage at some period of life, the removal of such causes, if possible, would appear to be a logical and distinctly worth-while effort. In the majority of cases of heart disease the association of rheumatism has been established. Rheumatism, as has been previously stated, has all the earmarks of an infectious communicable disease. If this is so, then preventive measures hold out the most reasonable hope of control. So widespread is the disease, however, in city communities and so mild the majority of its symptoms, especially in children, that the public has no knowledge of its insidious onset and remarkable dangers. Parents and relatives are inclined to treat "growing pains" in children as of no moment, whereas they may be like frequent attacks of tonsilitis, heralds of an invasion of the heart with the rheumatic virus.

§7. SUMMARY

1. Heart disease is nearly always the result of rheumatic attack in childhood, either acute or chronic.

2. Rheumatism is an infectious disease caused by

bacteria and is most prevalent in spring and fall months.

3. "Growing pains" and frequent "sore throats" are usually symptoms of a rheumatic attack.

4. Chorea or St. Vitus' dance is rheumatism of the nerve centers and is almost invariably accompanied by heart involvement.

5. Permanently enlarged tonsils and adenoids are the gateways through which the rheumatic virus gains entrance.

6. The heart is most frequently damaged during childhood and permanently disables the child in after life.

7. A nervous child may readily be the victim of a previous attack of rheumatism or heart disease.

8. A child suffering with a damaged heart requires special school work with graded rest periods.

9. If properly cared for in the early stages, the individual with heart disease may look forward to the normal span of life as a useful member of the community.

10. Cardiac cases are not normal individuals and chronic invalidism may wait upon ignorant treatment of the disease in its initial stages.

11. Medical examination should be advised for all rheumatic or nervous children.

12. Do not neglect childish complaints of tiredness, aching limbs, or disinclination to work or play. It is safer to be sure. Call a physician.

CARE OF THE POSTURE

"PERHAPS eighty per cent of all adults," says Doctor Alan De Forest Smith, "instead of standing erect, in good posture, carry themselves with round, drooping shoulders, flat chest, chin poking forward, the curve in the lower back greatly accentuated, lower abdomen protuberant, hips and knees sprung, and feet turned out. This deranges the whole body mechanism, places an undue strain upon the joints and ligaments, often causes backache, flat feet, etc. It also makes the chest smaller, diminishes its expansion, and thus causes a smaller intake of oxygen and a decreased output of the waste products that are eliminated through the lungs. The abdominal organs are forced downward into an unnatural position which leads to their congestion and tends to interfere with the natural emptying of their contents.

"These facts apply to children as well as to adults. Is it any wonder, then, that a child whose abdominal organs are sagging and congested is unable to digest and assimilate his food properly? This means that he receives less nourishment and that there are more waste products to be passed on from the intestines. Moreover, the intestines are congested, kinked, and unable to pass along their contents normally. Furthermore, they have not the needed assistance from the abdominal muscles, which are important factors in expelling the waste products. As a consequence, a large amount of poison is produced in the intestines, which is absorbed into the blood stream."

§2. IS YOUR CHILD'S POSTURE GOOD?

DOCTOR SMITH further explains how to form a correct idea of an individual child's posture. "Remove the clothing, at least that above the waist, and then examine the child from the side. The child's posture is correct when the body is erect, chest out, shoulders back, chin in, and when the lower abdomen is held in and the normal forward curve in the lower back is not increased. The last two are very important. The trunk as a whole should incline slightly forward from the hips. The weight should be more on the front than the back of the feet. In bad posture the chin is thrust forward, the shoulders are somewhat rounded, chest flat, and shoulder-blades sticking out in back, producing the so-called 'angel wings.' The curve in the lower back is very pronounced and the abdomen somewhat pendulous. The feet, instead of pointing straight forward, may turn out."

§3. HOW TO CORRECT BAD POSTURE

MANY a child is badgered by being told to "stand up straight," and makes a desperate effort by craning his neck and protruding his stomach. Teach a child to stand correctly by placing one hand between the shoulders in the back and the other on the abdomen; gently push forward the upper hand, at the same time gently pushing backward with the lower, directing the child to take a deep, full breath. This lifts the chest, throws the shoulders back, and at the same time the hips swing into correct position. Repeat this simple exercise two or three times a day, when the child seems too lazy to stand up straight.

A child can be spurred to special interest in correct standing by giving him the correct military position and encouraging him to play soldier.

The following instructions were published by the commandant of the Army War College at Washington, D. C., for the benefit of student officers:

"If the body is used rightly, the head is held up, with the chin drawn in, and the blood flows to and from the brain easily. In this position the wits are most keen, the reactions are quick; it is the position of alertness. In the erect position the chest is held up, the breathing is carried on easily, and the circulation is at its best. A person so standing has much better color than when the body is dropped.

"In this erect position, the ribs are drawn up, so that the diaphragm is raised, the abdominal wall is drawn in, and the abdominal organs must be held in reasonable position. The stomach must work better, the liver must work better, the bowels must work better, all of the other organs must work better than if they are sagged, as they must be when the body is dropped.

"The same thing is true of the feet and the back. The chief cause of many of the cases of weak or tired backs is the wrong use of the body. Learn to stand up straight, with the proper balance of the body, and most of this trouble will disappear.

"Practice many times a day drawing yourself up to your full height. Feel tall. Draw in the chin, pull up the chest, draw in the waist, so as to flatten the back, and feel the weight chiefly on the front part of the feet. In walking, try to maintain the same position—swing along with the body held tall as if you owned the town, not as if you were ashamed of your town or of yourselves.

"In sitting, keep the trunk of the body in the same position as when standing; do not bend at the waist line; do the bending at the hips. Lean backward or forward as much as you choose, but do not buckle in the middle.

"In lying down, lie flat; get rid of the pillows. Lie on the back, or face, or side, as best suits you, but do not curl up and buckle in the middle. Give your organs a chance to work properly, especially at the times of rest. Sleep will be quieter and you will wake in the morning rested, with snap and 'pep' enough to tackle the tasks of the day and make hard jobs seem easy.

"Never forget that the best way to use the body for all purposes is as if it were stretched up as tall as possible, with head erect, chest drawn up and with the waist or abdomen drawn in.

"Stand up, sit up, stand tall, sit tall, throw a big chest, make your waist or abdomen flat, stand or walk forward on the feet. Be strong and healthy, and get that spring and joy out of life which are hard to find when the body is weak and drooped."

§4. SUGGESTIONS IN SPECIAL CASES

THERE is a difference between laziness and tiredness; when children are too tired to stand up straight, they should rest by lying down for a few moments. This does not mean that they should be rushed off to bed, but let them drop where they are on carpet or grass, if the weather permits, relaxing for a few moments, then find occupation and interest in less vigorous play until nature has had time to restore harmony. This takes only a few minutes and excessive fatigue, either in work or play, may work exceeding harm.

The child should be taught to choose a chair which is the proper size for his height, so that his feet will rest squarely on the floor when he sits against the back of the chair. There should be at least two heights of chairs in the kindergartens where children four and five years old are enrolled. Chairs should be ten and twelve inches high. There should be also two heights of tables, so that the child's knees may fit under the table comfortably, allowing him to assume naturally the right posture as he works. As children usually insist on having "the biggest" chair available, as every kindergarten teacher can testify, it will take some persuasion and reasoning to have children form the habit of choosing the right chair. They may be made to realize that there is a relationship between this habit and their proper growth.

Children with narrow chests and prominent abdomens should lie down for an hour each afternoon with a small pillow under the back. They should strengthen the abdominal muscles by exercises, such as laying flat on the back and raising each leg slowly in the air several times, then both legs. Then with buttocks and legs extended and arms crossed, raise the body to a sitting position. In severe cases an abdominal support is necessary.

Heavy pillows under the shoulders for eight hours may tend to make one round-shouldered as well as to restrict breathing. We should be especially careful about pillows for children. We are very likely to adopt one size of pillow for the household, use it without regard for the little people, and then wonder that we have such difficulty during their waking hours in inducing them to sit and stand erect.

PERIODIC HEALTH EXAMINATIONS

A THOROUGH periodic health examination is important for each member of the family as a means of determining his or her exact physical condition and detecting any defects or impairments in their early stages. In the process of growth, and in fact throughout life, many physical defects

develop which should be discovered and corrected before they become serious physical handicaps.

Just as you plan a Christmas tree for December twenty-fifth, or a family reunion for Thanksgiving Day, you should arrange for a conscientious physician to examine each one of the family over six years of age on his or her birthday; under six years of age the examination should be made more often—once a month from birth to 12 months (more frequently if the baby is bottle-fed), and once every six months from one year to six years of age.

"An ounce of prevention is worth a pound of cure," is peculiarly applicable to the health of young, middle-aged, and old. A child with some organic defect of heart or kidney might be seriously injured by improper exercises or play or even by the same kind of baths as those which are doing your neighbor's child so much good. A boy or girl who has physical defects cannot grow into healthy adulthood if these are uncared for. Later, if not sooner, these impairments will be responsible for some illness, or maybe even for mental backwardness. Some of the degenerative diseases which cause so much ill-health among adults and are responsible for lowering their efficiency can oftentimes be traced to physical impairments of childhood and adolescence. A sound, well functioning body and a high standard of health should be part of the equipment a parent gives his child for the journey of life.

A beneficial health examination covers a thorough survey of every organ and function of the body, a consideration of personal and family history, a review of habits and general hygiene, urinalyses, and a hemoglobin test.

In addition to the examination by a physician every one should go to a dentist and to an eye-specialist at regular intervals. Visits to the dentist should begin when the child is in his thirty-sixth month, and in addition to having all the cavities in the baby teeth filled as soon as discovered, he should go on or before each birthday until he is six years of age; from his sixth to his sixteenth or seventeenth birthday (the growing years) he should go every three months; once in six months will probably be often enough after that. The dentist will watch the eruption of the permanent teeth, fill small cavities, and rid the teeth of deposits which ordinary brushing cannot remove.

The eyes should be examined every few years. The oculist will not order glasses if these aids to vision are not needed. It often happens that glasses worn at a time of need has avoided the necessity of wearing them later, and may even have prevented blindness.

Some people think it is a waste of money to go to physician, dentist, or oculist unless they are actually suffering. They are "penny wise and pound foolish," for the cost when they do go is far more than the amount previously saved. Even if we *believe* that we and our families are physically fit, the *knowledge* that this is so is worth the cost of the examinations.

REMEMBER

1. Do not guess about your health, and the health of your family; be sure.

2. Do not wait for health troubles to mature; nip them in the bud.

3. When pain comes, it is often too late.

4. You can buy a new motor for your auto, your washing-machine, your ice-less refrigerator, etc., but you can not buy a new heart, new lungs, new kidneys for a human body—and we expect our bodies to outlast mechanical contrivances several times over.

5. For each member of the family a birthday is like the sign on a railroad grade crossing:

STOP!

Not slow up, but stand still and ask himself:

1. When last did I have a physician examine my heart, lungs, kidneys, blood-pressure, ears, nose, throat, etc.?
2. When last did I have a dentist clean my teeth and look for cavities?
3. When last did I have an occulist test my eyes?
4. In short, How certain am I that my most precious possession is properly safeguarded?

LOOK!

Through the knowledge of your physician, dentist, and occulist, look your body over.

LISTEN!

Heed their advice.

6. Birthdays come once a year; health examinations of all persons over six years of age should be made once a year; common sense directs us to make health examination part of the routine celebration of the birthday.

VACATIONS

THE BABY'S VACATION

By Mrs. Max West

In the early summer the trains and boats carry thousands of families to the seashore, the mountains, or the farms for their annual vacations from the hot and crowded cities. Whether this change from city to country life is beneficial or not depends largely upon the sort of living conditions into which the children go, the character of the milk and water supplies, and the sanitary standards of the place. The mother should select, if possible, a place where a water closet or some other form of sanitary privy is in use. In going to a new place, it is best to boil all the drinking water and the milk for the baby. The doors and windows, and, if possible, the porches, should be screened. If the house is not screened the mother should use a cotton netting in order that the baby's crib, at least, may be protected from insects.

§2. TRAVELING WITH YOUNG CHILDREN

If a trip with young children is an absolute necessity it should be carefully planned. Berths and seats should be reserved in advance and accurate information as to leaving and arriving times of all the trains and boats concerned should be secured. The easiest child to travel with is the young breast-fed baby. His food is all ready for him, and usually he sleeps most of the time. The older, restless, bottle-fed baby presents the greatest problem. His formula should be prepared and packed in ice before starting on the journey.

To sterilize, stand the filled bottles in a kettle over the fire and let the water boil about them for an hour and a half. After boiling, the bottles should be cooled as rapidly as possible and then chilled by standing them in a pail of cracked ice. They may then be packed in a small portable refrigerator. Many types of these have been devised and may be purchased, but a simple ice box may be made at home as follows:

Use two covered tin pails, one an inch or two smaller than the other, so that it may stand inside the larger pail. Fill the space between the two with sawdust, put the bottles with cracked ice in the inner pail; cover both tightly, and make a canvas or flannel cover for the whole.

To warm the bottle for the baby, the mother should provide herself with an enameled-ware pitcher holding a pint, which the porter will fill with hot water from the dining car. Stand the bottle in it to heat after the water has cooled a little, so that the sudden heat will not be sufficient to break the bottle. A bottle warmer with a small stove heated by solid alcohol may be safely used on a journey if mother and baby have a stateroom. A metal tray should always be used under the lamp.

A separate bag or basket lined with rubber sheeting should be provided for the diapers, and with them may be packed a small enameled-ware chamber. For a young baby a number of inner pads of soft paper or old cloth which can be destroyed should be provided. When one of these is soiled, wrap it in newspaper and destroy it. Wet diapers may be tightly rolled and kept in the rubber bag.

§3. THE BABY'S SUMMER CLOTHING

In the hot summer weather, for a long journey, the older baby should be dressed only in the sleeveless gauze shirt and diaper, with one thin outer garment. A short-sleeved, low-necked slip of white China silk is cooler than cotton, sheds the dust, and can be washed out in the basin when soiled. Warmer clothing should be at hand to slip on at once if the day suddenly cools.

It is well to change the baby's clothing as soon as the journey begins, in order to have the regular

outfit clean to put on when leaving the train. The little baby may go barefooted, but an older child should have barefoot sandals.

The usual regular hours for feeding the baby should be observed. Mothers sometimes give the baby cakes, candy, bananas, sweet crackers, and the like, to keep him quiet in the train. Irregular feeding with unsuitable foods, together with the fatigue and excitement of traveling, are very apt to make the baby irritable if not actually ill.

HOW TO GIVE THE CHILDREN A GOOD TIME DURING VACATION*

By Nena Wilson Badenoch

When the last hour of school has passed and the children come home jubilantly with their pile of books, many a mother has a sinking of the heart, wondering just what she is going to do to keep them busy and happy. Will she turn them loose to do as they please in the two months or more of vacation, letting them fritter away their time with a freedom which leads to lawlessness and laziness, with lax hours for food and sleep? Or will she mold this freedom in a constructive way that will bring the children to September full of vigorous health, physically and mentally alert, with awakened interest in the world about them and an increased capacity for the new ahead?

The summer is usually a period of growth and abounding health for children who are given the right kind of food, enough sleep, and plenty of outdoor occupation and play. The temptation to eat between meals, which leads to poor health, may be forestalled by regularity of meal time. Much fun and informality may be had with picnic lunches or dinners under a shady tree or in the park.

To keep the children healthy and comfortable not only requires the right foods at regular times, but also many cleansing and cooling baths with an adequate supply of fresh clothing. With a bath brush and spray even five-year old Tommy can be taught to scrub and spray his body into fresh coolness for restful sleep. Bare feet and light, clean clothing bring health to the body as sure as sun and air make leaves green.

One of the health problems during the summer months is to see that the children get enough sleep. The tendency toward irregularity in the bedtime hour is most natural when, on hot nights, the house is stifling and all of the world is awake and outdoors. But children need regular sleep and enough to keep them fresh. Some shift their hours and sleep later in the morning; others go to sleep as they speed along in the family auto. On very hot nights I have often dressed my children in nightgowns and kimonos, provided pillows and light covers, and taken them in the auto into the cool fresh air of the country. The purpose of the ride was understood at the start and it never was long until they were asleep.

Because of the general tendency toward less sleep it is especially desirable, even with older children, to insist on a rest at noon. It may not mean sleep, but at least each person should be alone, sitting or lying down, which invariably brings relaxation. I have found it necessary to provide my children with pictures or books to look over, crayons for drawing, or other attractions to quiet occupation. Often they drowse off to sleep, sometimes not, but invariably they come from their rooms, at the end of an hour or an hour and a half, refreshed and rested, ready to play happily for the rest of the day.

With the fundamentals of health provided, the children are ready for happy work and play all the day. Each day of vacation should begin, I believe, with some definite home task. It may be sweeping the porches, making the beds, gathering the vegetables, going to market, or washing the dishes. The task or tasks may be suited to the age and ability of the child, but every child should contribute something to the running of the household. I have found it important to assume that this work will be done willingly and cheerfully and as a matter of course. Never should it be made drudgery or the source of nagging. It is far better to leave it undone and let the child see the silent reminder of it all the day than to nag about it or do it for him. To make the work interesting a change of tasks may be provided each week, or a system of promotion may be instituted so that the child tries hard to do a task well enough and speedily enough to pass on to a harder one. The age between eight and twelve is said to be the golden age for the teaching of housework, and boys should have the training as well as girls, just as girls should learn to drive a nail straight or put in a screw. Any spirit of play and interest which can be introduced with the daily task helps to maintain the right attitude toward work, a point in mental hygiene that may affect the whole life and working efficiency of the individual.

For these daily tasks I never pay, as I expect the child to contribute his share to the home life. When they are done, I let the child feel that his bit is done for the day and he is free for other plans and occupations. But there is certain work

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about the house for which I do pay, and the child may earn the money if he likes. Our arrangements are on a purely business basis; the work has to be done satisfactorily. I make it a point to keep some small change on hand so that I can pay at once for completed work.

With the home duties happily planned and put into practice, the mother needs to talk over with the child what he would like most to accomplish during the summer months and plan for some constructive work. The mother of two active boys tried this plan: She proposed to give each one five dollars with which to finance any work he might wish to undertake for the summer. One of the boys interested in carpentry wanted to build a shack. The brother thought that if he could learn to lay bricks his happiness would be complete. So it was agreed that he should build a fireplace for the shack. This required a good deal of reading and making of plans, with figuring of lumber and bricks, consulting of price lists, and scouting for the best market. The mother was as keenly interested as the boys, but was careful to offer suggestions only when consulted. It brought a comradeship and co-operation which was even more valuable than the work done, and it provided a constructive interesting occupation for the summer, which kept the boys constantly out of doors working with hands and brains.

A nine-year-old friend of mine was eager to earn some money during his vacation. He wanted to sell something. His mother agreed to go into the candy business with him. She was to be the production department, making the candy, and he was to be sales manager. She made some fudge for samples, and he solicited orders among friends and neighbors, offering a taste of his goods. John bought all supplies, paying for the free samples out of his first profits. The profits were then divided equally between the two partners. Early in the partnership a complication arose which provided excellent opportunity for training. More than a pound of candy was on hand after orders had been filled. John was supposed to find another customer for that amount. It was a rainy day. Curled up in a big chair to read, John thought a taste of candy would be very nice for himself and brother. The result was that at dinner time only a few pieces of the pound remained. His mother questioned him, and upon learning the facts said that she would have to dissolve partnership, for that candy belonged to both of them; in it lay their profit, and, most important of all, to use partnership goods without the knowledge and consent of the second party was plain dishonesty. John was deeply distressed and begged for another chance. He paid the mother's share of profit on that pound out of his own earnings, and the offense was never repeated.

Little girls invariably like to sew for their dolls. They can gain much practical knowledge if they are allowed to buy their materials, learning the kinds and quality of textiles, cut their patterns, and use the right kind of stitches. We had a great deal of fun in a club of three little girls who wanted to sew. They met twice a week for instruction and carried home work planned for other days.

Boys always go through a certain stage when their keenest interest lies in digging a cave and cooking out of doors. If a vacant lot is near home this can be arranged, but it is important to make sure that the construction is right so that there will be no possibility for the earth to cave in. This interest makes a splendid link with the Boy Scout training of kindling fire and of camp cooking, with the baking of beans and potatoes.

For city apartment dwellers the back porch may offer the only spot for outdoor constructive occupation. The children will revel in painting it, filling window boxes, or making them, hanging curtains, and making cushions. The important point in training lies in letting them do the planning, buy the materials, with judicious supervision, and actually do the work.

For the free play of my children I have provided a neighborhood sand box in the back yard—near enough to my window so that I can see and overhear the play without intruding—and a combination play frame, with sturdy uprights and cross beams, which support a swing, a "shimmy" rope as the children call it, a ladder for climbing, and a horizontal bar. The yard has become a miniature community play-ground, for all the children in the neighborhood gather there. There are only two rules on which I insist: "take turns" and "play fair." A two-by-four scantling placed on edge provides a substitute for walking on the old picket fence and gives good training in balancing.

Every mother's chance to know her busy and developing children and to keep their comradeship lies within the vacation days. If during the weeks they are at home she plans a special outing or sightseeing trip once a week, taking them boating or bathing, to the woods or park, she will have as happy a time as they. With games about the birds they see, the kinds of trees and shrubs, the activities of the people they pass, she can do much to arouse their interest, occupy them, and sharpen their powers of observation.

SEA BATHING*

By Guy Hinsdale, M.D.

Sea baths are employed far more than any other special kind of bath, and yet they are not often used as a distinctly therapeutic measure. At Atlantic City and at Manhattan Beach as many as 100,000 may bathe in a single day at the height of the season, and at countless places on the Atlantic coast this is the principal pastime.

Yet it is rare for any one to take ocean baths under the direction or guidance of a physician. No competent person is in attendance; it is hard to keep track of the time elapsing, and few persons have any idea of the temperature of the water.

The conditions of ocean bathing are by no means constant. The temperature of the water varies almost from day to day, especially when the wind makes a notable change. Preceding or during a heavy northeast or easterly storm on the Atlantic coast, the strong winds drive the surface water toward the shore, with the result that in summer the temperature rises and there is excellent bathing. As the storm clears away and the wind blows fresh from off shore, the coast water is blown out to sea, and the colder water from greater depths takes its place. Thus there may be a fall of from 8 to 10 degrees F. in twenty-four hours.

When the wind is west or northeast, one may expect cold bathing on the north Atlantic coast. At the coast resorts of Nova Scotia and eastern Maine, the water is too cold for enjoyable bathing, except for the robust. On the westerly or southwesterly coast of Maine, and thence around the New England coast, there is excellent summer bathing at a temperature of from 60 to 70 F.

In Long Island Sound and on the south shore of Long Island, and on the New Jersey coast, higher temperatures are reached after July 15. At Manhattan Beach and Southampton, Long Island, Long Branch, Spring Lake, Atlantic City, Ocean City, Wildwood and Cape May, and at innumerable intermediate points, excellent bathing is the feature of summer life.

In winter, there is good bathing at Palm Beach and Miami, where the temperature of the water during the latter part of January and during February and March is 70 F. It is the same at Nassau during January, but rises slightly during February and March. Sea bathing is quite popular during these months.

On the Pacific coast, the water temperature at Coronado and San Diego Bay is above 70 from June 15 to September 30, and usually reaches a maximum of 74 or 75 during the latter part of July and during August, after which it rapidly falls until a minimum of 54 is reached December 15. The water is frequently warmer than the air.

Ocean bathing also varies greatly as to the force of the waves. Surf bathing in cold water calls for greater activity in meeting the onrushing waves, and the reaction is usually quickly established. For those who do not swim, the quieter bathing in protected bays devoid of surf is not so safe, because, the bather is not inclined to make proper physical effort, and hence is more quickly chilled. He fails to enjoy the bath or to get sufficient exhilarating and refreshing exercise.

§2. OCEAN BATHING MAY BE DANGEROUS

Aside from the danger of being carried beyond one's depth by unknown currents, or the common danger on some parts of the New Jersey coast of getting into channels of deep water on returning shoreward, a rather frequent source of trouble, there is the danger of remaining in the water too long and of failing to react properly afterward.

On entering the water, there is a profound impression on the circulation. The temperature may be thirty or forty degrees below that of the body, and the stimulus to the nerve centers is great. The superificial vessels are immediately contracted, and the abstraction of heat from the extensive surface of the skin calls immediately for greater heat production. The momentary shiver on entering the water should promptly give place to warmth and to a sense of reaction. When the skin circulation is poor, as it commonly is in those inherently feeble or weak from illness, or in those of advanced years, sea bathing should be avoided; at least until better conditions obtain.

Great care should be exercised by persons with heart disease; but, as is well known, cold bathing, when properly used, tends to strengthen the dilated and weakened heart. Persons with cardiac lesions should have friends or attendants near, and should take no risks.

§3. IMMERSE COMPLETELY FOR SAFETY

Complete immersion is a *sin qua non* of safety;

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it tends to equalize the circulation and hasten reaction. Women, especially, dislike to wet their heads, as it takes so long to dry their hair; but with closely fitting rubber bathing-caps, the hair may be kept dry and the head and neck are sufficiently cooled. The modern style of bobbed hair obviates these difficulties.

Sea bathing should not be indulged in when the body is greatly overheated; but a good warmth is to be desired, and no time should be lost, lest one gets chilled by strong winds before going into the water. The chief safeguard in the water is to keep moving. A tennis ball in the surf promotes activity and adds to the pleasure of the bath. Of course, no one should bathe shortly after a meal; two hours should be allowed for digestion. One should not bathe when greatly fatigued. The bath in the quiet of one's house will then be safer and more refreshing.

I have taken ocean baths each summer for many years, and rarely have I seen ill effects in those who bathe regularly. Children who go in and out, sun themselves on the sands, and return again to the water, sometimes show bad effects; but most young people acquire a well tanned skin in summer, and they become so accustomed to sun and water that they seem to bear these transitions with wonderful ease.

No fixed rule can be made as to the proper duration of an ocean bath. It will vary from five to twenty minutes, according to the bather's age and physical condition and to the temperature of the water. No one who has pulmonary disease or has recently had pneumonia, pleurisy, endocarditis, peritonitis, appendicitis, or acute kidney disease should bathe in the ocean. Women should never go in bathing during the menstrual period.

§4. DON'TS FOR BATHERS

BATHING don'ts laid down by four beach directors from Atlantic City, Ocean City, Cape May and Wildwood are as follows:

Don't go in where there is no life guard.

Don't go beyond your depth. The best swimmers get cramps.

Don't bathe less than two hours after eating.

Don't go in alone.

Don't struggle against an undertow if you are caught; go with it and call for help.

Don't wade with your hands above your head. You'll go down like a plummet in deep water.

Don't yell "Help!" unless you need it. Remember the boy who called "Wolf!"

Don't drink liquor and then go in bathing.

Don't swim with inner tubes or water wings. They are treacherous.

Don't forget you are endowed with common sense. Use it.

TAKING ADVANTAGE OF THE SUMMER CAMP FOR YOUR BOY

By FRANK H. CHELEY

THE summertime always brings the vacation problem to the home. It is in the long "do-nothing" time that boys, generally speaking, get into difficulty. Wise parents, however, instead of looking upon the vacation time as an unfortunate thing, look forward to it as a time when they will be able to supplement the regular routine of their son's school life and training by a generous amount of outdoor activity. There is hardly an available agency in the community that can so completely aid in this phase of the summer problem as the summer camp for boys. There are a hundred varieties, conducted under a score of auspices, but in general they are all built on the same fundamental principles and have the same objectives. If you never have before, consider carefully what the summer camp has to offer your boy this coming season.

Not many years ago the organized summer camp for boys was a new and strange idea. Some thoughtful folks looked upon it with a question, others were at once frightened by its dangers, but a few, who by training and experience knew boyhood and its needs, hailed the summer camp as a long-sought ally, and began at once to use it as a grand opportunity. It is interesting to note that to-day the well-conducted summer camp for boys has not only the indorsement of the doctor and the health enthusiast, but also has the support of a great many wide-awake educators, both secular and religious. Surely then there must be some element in these camps besides just "fun and sunburn," or outstanding educators by the score, as well as trained boy-leaders, would not be giving such great blocks of time in discussion and teaching camp principles and methods in order to make these outdoor schools of woodcraft and citizenship even more effective and valuable.

If the summer camp for boys, as its best exponents understand it, is a principle of national significance in work with young people, then the

home should also be vitally interested in its growth, expansion, and development, and take advantage for the boys of the good things it offers.

True, many camps, especially for boys, have been founded with the avowed purpose of providing, under high-class leadership, primarily a summer of fun and outing for the boy, only to discover that after the camp was once in actual operation the avowed purpose became of incidental importance, and that after all the big values lay in quite a different direction. Wide-awake men are fairly appalled by the magnificent educational opportunity that is presented to them by living in the Great Open with a group of growing boys, all entirely detached from the conventional atmosphere of artificial city life. Here all find a splendid opportunity to be quite themselves. Time and again educators have been surprised to discover how absolutely differently boys, whom they knew in more than a passing manner, impressed them under these new conditions of living together. They are constantly impressed that in the education of a boy, the important thing is not always "what does he *know,* especially of formal studies?" but "what *is* he and what will he *do* when placed in such and such a set of circumstances?" They come quickly to see with a new understanding what one of our masters of woodcraft meant when he suggested long ago, that real education should have as its prime objective the building of manhood and character and not merely the acquiring of scholarship; and to accomplish this every boy needs "something to do, something to think about, preferably in the great out-of-doors, with a view always to character-building; for manhood, not scholarship, is the first aim of education." These men have noted also that many boys who were very good scholars, but who have been accustomed to doing pretty much as they please at home, find themselves in many strange and trying circumstances when it becomes necessary for them to adjust their wishes to the somewhat imperative demands of a group. Henry van Dyke has remarked that "If you can teach boys to live together, to play together, to fish and romp together, freely and with fairness to one another, you will be able to produce for society men that can work together for a better citizenship."

Many a good student makes a poor comrade, for he is not always by any means willing to do his share of the necessary work, especially when the task in hand happens to be a mean job. The good student is not necessarily the lad that can be depended upon in an emergency, nor is he the boy who most times has the necessary initiative to undertake and bring to completion any desirable task for the mutual benefit of all.

There is hardly a conceivable circumstance that you can place a boy in that will so surely define just what he is made of as a well-conducted summer camp. Very often it reverses commonly accepted judgments of him. Boys whose mothers and aunties have declared them models, stand out in camp as striking examples of selfishness, laziness, priggishness, and hot temper, probably because in all their lives they have never been challenged to measure up and make good to the standards of a group. While on the other hand, the boy with the mischievous, troublesome reputation, the lad whose grades are not always topnotch, whose appearance is not always faultless, who is always just getting out of a scrape or perhaps just getting into another, the boy with originality and vigor of life, very often proves himself, in camp, to be essentially the better educated boy. The boy's camp becomes to the boy just what the proving ground is to a motor. It gives him an excellent chance to demonstrate exactly what he is.

The tendency of modern life is to become more and more superficial. No member of society suffers more from this aspect of things than does the growing boy. He is as yet untamed. He is seeking opportunity to express his primitive and semi-savage instincts. So much of our teaching is academic and unreal, with far too little action in it for him. It is subjective instead of objective. It is too often repression, with no opportunity for expression. It is "don't" instead of "do's." It has far too little emphasis on the fundamentals of character-building by doing. It too often leaves out of all major consideration education in the social virtues. One authority has suggested, however, that "to live one season in a real boys' camp is to acquire a liberal education in the fine art of living with others—a fine art of which a very considerable part of the human family knows but very little."

Camp directors know that most boys are tremendously responsive to high ideals while in camp. To the surprise of many folks, discipline is a very simple matter as long as a program of worth-while activities is provided. All good camps, especially for older boys, are semi- if not entirely self-governing. Democracy of the finest sort is to be found there, while hypocrisy finds very poor picking. The three vices that boys will not tolerate in camp or anywhere else are selfishness, egotism, and cowardice. Leadership rises from the ranks by virtue of its real worth. "Reputations" must be proven or forever thrown in the discard. On the other hand, the group spirit is rarely exacting, most always generous,

and truly forgiving for unwise acts, if these acts are succeeded by a genuine repentance on the part of the culprit. Boys' camps that have strong leadership invariably engender in most boys present a fine spirit of co-operation, mutual understanding, and brotherly love. It is because of these conditions that it is so easy in a boys' camp to teach purposeful and unselfish living.

No doubt the great outdoors, the beautiful sunsets, the moon on the lake, the wind in the trees, and all such experiences do have their effect in mellowing the heart and making it responsive to all that is best, yet I am personally strongly inclined to believe that the reason real democracy, lived on a high plane, may be so easily and effectively taught in boys' camps is because the human relationships of one boy to another are about as normal as they can be, coupled with the fact that the intimate life together in the simple relationships offer an almost ideal, certainly a most normal place for the boy to at once give *expression* to his *impressions*. God becomes very near, because, as individual boys, they are having a chance to live godly. In the practice of ideals comes a new understanding of them. In such a boys' camp, too, there is very little to offset or even neutralize the good example.

I have known intimately hundreds of boys in summer camps and am certain that the benefits boys derive from a period spent on such an outing cannot be estimated. Communities find it desirable to support such camps in increasing numbers, confident that when the average home comes to understand their true purpose and work, they will make larger use of them than at the present time. A genuine camp experience should be a part of the training of every boy, and money invested in such an experience on the part of the home should not be looked upon as anything save a high-class investment in training and character.

Some of the larger cities are already conducting such camps for the people as a part of the educational system. It is a splendid thing to have an annual family outing, but even this cannot fully take the place in the boy's development as an outing in a first-class boy's camp.

In selecting the camp you are going to allow your boys to attend, be sure of the following matters:

1. Is the camp run for profit or for character-building?
2. Is the Camp Director a strictly first-class, trained worker with boys, or only a well-meaning novice?
3. Has the camp a satisfactory history?
4. What is the type of boys who attend?
5. Is it well located as to food and travel?
6. Is the water absolutely pure and satisfactory?

If you are satisfied on these six points, you may send your son with perfect impunity, and rest assured that he will greatly profit by the experience. If, on the other hand, there is no convenient camp to which your boys may go, gather a half dozen interested fathers of boys about yourself and create such an institution for the benefit of your community. There is a great deal of available information on the subject, and a neighboring Boy Scout man, Y. M. C. A. secretary, or representative of some other boy agency will be glad to help you get under way.

SUMMER CAMPS FOR GIRLS

By Allen L. Churchill

The rise and development of summer camps for boys and girls are one of the most significant phenomena of the present century. Only a few years ago, such camps were unknown. Today, there are thousands, large and small, and in these are gathered, every summer, boys and girls of every age.

The growth of the summer camp idea for children has paralleled the development of the automobile as a pleasure vehicle. This resulted in a re-discovery of Nature by parents and others who had at heart the health, pleasure, and welfare of children and from this grew, logically, a desire to have boys and girls benefit physically, mentally, spiritually, and socially from the manifold blessings afforded by out-door life and freedom.

Summer camps for boys and girls are a boon no less to the parents than to the children. They have, to a large degree, answered the question: "What shall we do with the children this summer?" The alternatives were, usually, either to stay at home and devote time and energy to the difficult task of keeping the sons and daughters occupied and out of mischief, or to take the entire family to a hotel, or other resort, or on a tour. From either experiment a maximum of expense and discomfort, and a minimum of pleasure

and benefit were often the only results obtained.

Now, the problem resolves itself into choosing the camp which, in all points, is the best, making the arrangements necessary, and sending off the youngsters, with the assurance that both children and parents will benefit from their temporary separation.

Summer camps for boys were the first established, and their success was so quickly assured that camps for girls speedily followed, with equally successful results.

Camps for girls, as well as for boys, are of two general kinds: Those organized and maintained by societies and organizations, and those conducted privately by individuals, or by companies formed for that purpose. Among the great bodies which conduct summer camps as a part of their work are the Girl Scouts, the Girl Pioneers, and the Camp Fire Girls. Other organizations, such as the Young Women's Christian Association (for older girls), the various denominational and fraternal societies and many schools also maintain summer camps.

The camps conducted by these organizations are usually carried on with every attention to the health, welfare, and entertainment of those who attend them. The Director of the larger camps is is chosen for his experience, and, above all, for his personality, and his assistants are selected from those who are most competent in their special departments. These assistants include a physical instructor, teacher of various handicrafts and arts, tutors, a physician, etc. College girls or teachers are often employed as councilors, which is the title usually given to those who, under the Director, have charge of the activities of the camp.

In choosing a camp of this kind, it is necessary for parents to assure themselves of the standing of the organization which conducts it, and of the suitability of its program and routine to their particular girl. When these questions have been favorably answered, the responsibility of the parents should cease, and it should be transferred to the Director of the camp and his associates. For a normal healthy girl there should be no reason for anxiety on the part of her parents for her physical, mental, or moral welfare while she is in a wisely selected camp.

The large organizations publish prospectuses and other information, which can readily be obtained. It is advisable, however, to have a personal interview, if possible, with the Director of the camp before a decision is made. However excellent a camp may be, it may not have the facilities necessary for a girl who requires special care or attention. The camps maintained by the large organizations are usually less expensive than the privately conducted camps. They are likely, too, to have fewer "extras," or special expenses not included in the general fee.

The selection of a private camp is a much more difficult problem. These camps are of many kinds and qualities. Most are good, few are bad, and some are indifferent. The last two should, of course, be avoided. If personal knowledge of a camp cannot easily be obtained, consult the advertising pages of the reputable magazines. These list a bewildering array of camps, but it should not be difficult to select those which seem to offer the special attractions desired. Then write for full particulars and *references,* and investigate the references.

An excellent test for a camp is the length of time it has been in existence. Poorly conducted camps do not survive many seasons.

In selecting a camp, there are certain important essentials to be considered. The most important of these is the personality of the Director. Upon this depends entirely the character and conduct of the camp. The distance from home, the location, the standards of health, precautions for safety, equipment, number of councilors, and their fitness for their duties, sewage disposal, the daily program, the camp specialties—these are details that should be carefully examined before a decision is made. The same care should be taken in selecting a camp as in choosing a school.

In general, it may be said that the privately conducted camps of the higher type are better equipped to develop the individual traits of a girl. If she has pronounced gifts or tendencies, it is possible to find a camp which specializes along the lines of that tendency of gift—whether it be music, art, dancing, or any other.

The physical equipment of the private camp depends on the ideas and the resources of its conductors. Some have costly and elaborate houses, with every convenience and facility; others strive for simplicity and aim to reflect their rustic surroundings. Other things being equal, the simpler camps are better. Tents are ideal for outdoor life and if they are properly designed and put up are quite as comfortable and safe as houses. Most camps, however, provide bungalows or houses, at least for sleeping quarters.

The question of clothes for the camping girl may be easy or difficult to answer. If she is a Girl Scout, Girl Pioneer, or Camp Fire Girl, she will wear the attractive and practical uniform of her organization. In the case of a private camp the variety and quality of her clothes will be limited only by her common sense, and the family attitude and purse. The greatest amount of pleas-

ure and benefit is obtained from the simplest apparel. There should be no "dressing up" in a camp, unless it is required by some special occasion or function.

The program and routine of the organization camps are planned to give to all the girls the greatest possible physical and mental benefit. Necessarily, the work and recreation are largely "in mass," that is, the participation is general. There are stated hours for rising, for meals, for swimming, for instruction, and for other camp activities. Ample opportunity is given, however, for individual freedom and leisure.

The camp government is, of course, under the supervision of the camp Director and his associates. A feature of the Girl Scout camps is the Council Ring, which meets daily and settles questions of camp discipline and other problems. The girls themselves compose the Ring. The Girl Scouts do all the work of the camp except the cooking. Other organizations have their special features. One of the most important aims of the girls' camps is to inculcate self-reliance and a sense of responsibility. For this reason a large measure of self-government is permitted and encouraged.

The private camps, as suggested above, have facilities for giving individual attention, when it is desired or required. This may take the form of special instruction in any of the arts or crafts, or of tutoring for school or college. Camps adaptable to almost any need can be found.

There is a considerable latitude of cost in the private camps. Embarrassment and friction may be spared by a careful inquiry into possible extra charges, in addition to the general fee. In some cases, such "extras" may equal or exceed the fee.

The success of the summer camp for girls as a social experiment is shown by the fact that children of rural families are sent, in ever increasing numbers, to these camps, not so much for physical, as for the social benefit.

The New England States still attract the largest number of girls' camps, but there are few of the other States where they are not found, and the movement is everywhere spreading yearly.

It is impossible to over-emphasize the profound influence for good that these summer camps are exerting on the generation of girls now approaching womanhood. Love of nature, self-command, self-sacrifice, responsibility, community obligation, loyalty, as well as the more obvious physical benefits, are some of the qualities inspired and developed by camp life. These are the qualities that will mark the woman of to-morrow.

CHILD AND MOTHER

O Mother-My-Love, if you'll give me your hand,
And go where I ask you to wander,
I will lead you away to a beautiful land—
The Dreamland that's waiting out yonder.
We'll walk in the sweet posie garden out there,
Where moonlight and starlight are streaming,
And the flowers and the birds are filling the air
With the fragrance and music of dreaming.

There'll be no little tired-out boy to undress,
No questions or cares to perplex you;
There'll be no little bruises or bumps to caress,
Nor patching of stockings to vex you.
For I'll rock you away on a silver-dew stream,
And sing you to sleep when you're weary;
And no one shall know of our beautiful dream
But you and your own little dearie.

And when I am tired I'll nestle my head
In the bosom that's soothed me so often;
And the wide-awake stars shall sing in my stead
A song which our dreaming shall soften.
So, Mother-My-Love, let me take your dear hand,
And away through the starlight we'll wander,
Away through the mist to the beautiful land—
The Dreamland that's waiting out yonder.

—Author Unknown.

HEIGHT AND WEIGHT

HEIGHT AND WEIGHT TABLES

The relation of weight to height and age is the best single index to the condition of one's health that we possess. "Large for his age" or "small for her age" does not mean that the large child is more healthy than the other. On the contrary the smaller child may be the more robust of the two. All these factors—age, height, and weight—must be considered.

HOW TO USE THESE TABLES

1. Take the Height First. Lay the baby on his back on a cutting table, over the gauge; press gently on his knees so that his legs will be straight. If your sewing table has no gauge on it, lay the baby on a piece of paper, holding the knees down, and mark where the top of his head and the bottom of his heels come; then measure with your tape line the distance between the marks.

For the older children, nail an accurate measure on the wall. Two yardsticks, a new tape measure, or a drawn scale will serve. Let the child stand, without shoes, flat against the wall, with heels, shoulders, and head touching the wall, and place at right angles a piece of wood (a medium-thick book will answer) firmly over his head and against the measuring scale.

2. Next, What Is the Child's Age. Take the nearest birthday.

3. Then, Consult the Chart for the Proper Weight for This Child's Age and Height. First find the height in the left column and follow across the chart to the appropriate age column. The figure so found is what this child should weigh.

4. Now Weigh the Child. If you are using a regulation baby-scale, first be sure the scale is set to register zero with the basket in place. Then place the infant in the basket. If you are using a platform scale, put in the center of the platform a basket large enough to hold the baby, and note the weight of the basket before putting the baby in it. Have the older child stand in the center of the scale platform. Teach the child to weigh himself.

5. Next, the Record. Enter the weight on the weight record. This record is more interesting if kept in the form of a graph. On the pages following the tables are some picturing the growth in weight and height of an average baby. As your baby may be above or below the average height, it will be more accurate and interesting if you will carry on the weight chart a curve showing what your child should weigh for his height. Do this in one color of ink or pencil and use another for his real weight.

Similar graphs should be made for the older child. An ordinary school blank-book can be ruled into squares for the purpose; or a large sheet of wrapping paper can be ruled and tacked up on the wall of the play-room.

In addition to giving you the satisfaction of knowing your child's condition, keeping such a record is an incentive to the child to eat good wholesome food, which slowly add to his height and weight, and to leave alone the harmful things.

AVERAGE WEIGHTS BY HEIGHT AND AGE FOR GIRLS UNDER SIX YEARS OF AGE*

By Robert Morse Woodbury, Ph.D

Height in Inches	Under 1 Month Lbs.-Ozs.	1 Month Lbs.-Ozs.	2 Months Lbs.-Ozs.	3 Months Lbs.-Ozs.	4 Months Lbs.-Ozs.	5 Months Lbs.-Ozs.	6 Months Lbs.-Ozs.	9 Months Lbs.-Ozs.	1 Year Lbs.-Ozs.	2 Years Lbs.-Ozs.	3 Years Lbs.-Ozs.	4 Years Lbs.-Ozs.	5 Years Lbs.-Ozs.	Height in Inches
20	7-14½	8-4½												20
21	8-11½	9-4½	9-10½											21
22	9-4	10-3½	10-12½	11-2	11-1½									22
23		11-3	11-10	12-1½	12-8	12-15	13-6½							23
24		11-14	12-8½	13-3½	13-10	13-14½	14-2½							24
25			13-6	13-15½	14-9	14-15½	15-6½	15-6						25
26				14-15½	15-8	15-15½	16-6½	16-14	17-12½					26
27					16-9	17-1½	17-8	17-14	18-2½					27
28							18-10½	19-½	19-3					28
29							19-7	20-3½	20-3½					29
30							20-10½	21-5½	21-4	22-4				30
31							22-3½	22	22-8	23-1½				31
32							23-6½	23-1	23-11½	23-15½	25-4			32
33									24-15	25-½	25-15½			33
34									26-1	26-6	26-7½	28-9½		34
35									27-7	27-10	27-15	28-6½		35
36									29-4	29-1	29-1½	29-9½		36
37									29-13	29-8	30-5½	30-8		37
38										31-10	31-12	31-10	31-12	38
39										32-13½	33-2	32-13	33-5	39
40										34-3	34-10	34-6½	34-10	40
41											36-7½	35-15½	35-14½	41
42											37-7	37-10	37-5½	42
43											38-8	39-3½	39-2½	43
44												40-15	40-14½	44
45												42-9½	42-8½	45
46													45-1	46
47													46-10½	47

*Heights are classified to the nearest inch: 20 inches means 19½ to 20½; 21 inches means 20½ to 21½, etc. Dr. Woodbury tabulated the results of his investigations in pounds and the decimal fraction thereof; but we have translated these fractions into ounces, as most scales

AVERAGE WEIGHTS BY HEIGHT AND AGE FOR BOYS UNDER SIX YEARS OF AGE*

By Robert Morse Woodbury, Ph.D

Height in Inches	Under 1 Month Lbs.-Ozs.	1 Month Lbs.-Ozs.	2 Months Lbs.-Ozs.	3 Months Lbs.-Ozs.	4 Months Lbs.-Ozs.	5 Months Lbs.-Ozs.	6 Months Lbs.-Ozs.	9 Months Lbs.-Ozs.	1 Year Lbs.-Ozs.	2 Years Lbs.-Ozs.	3 Years Lbs.-Ozs.	4 Years Lbs.-Ozs.	5 Years Lbs.-Ozs.	Height in Inches
20	7 - 15	8 - 8												20
21	9 - 1¼	9 - 8	10											21
22	9 - 12	10 - 8	10-14	11 - 2										22
23	10 - 8	11 - 6	12 - 1	12 - 6½	12 - 8½									23
24		12 - 4	13 - 4	13 - 12	13-15	14	14 - 3							24
25		13 - 1	13-15	14-10½	15 - ½	15 - 4	15-14	16 - 7						25
26			14-4½	15 - 9½	16	16-11	16-14	17 - 7	17-13					26
27				16 - 6½	17	17-10	18 - 1½	18 - 5½	18-13					27
28						18-11	19 - 3	19 - 8½	19-10					28
29							20 - 5½	20-10½	20-13					29
30							21-11½	21-13½	22	22 - 7				30
31							22-11½	23 - ½	23 - 3½	23-12				31
32							24 - 2½	23-15	24 - 7½	24-14				32
33									25-11	26 - 6	27 - 4			33
34									26-13½	27 - 2	27-10			34
35									28 - 4	28 - 6	28 - 8	29-10		35
36									29 - 4½	29-10½	29-12	30 - 8		36
37									30 - 8	31 - 2½	31 - ½	31 - 3½		37
38										32 - 6½	32 - 7	32 - 7	33 - 5½	38
39										33 - 8	34	33-11½	33-14½	39
40										35 - 4	35 - 7	35 - 3	35 - 4½	40
41										36 - 5½	36-15½	36-12	36-15½	41
42											38 - 8½	38 - 6	38 - 5½	42
43											40 - 6	40 - 1	40 - 3	43
44												41 - 9½	41-11½	44
45												43 - 4½	43 - 7	45
46												45 - 1½	45 - 7½	46
47													47 - 4	47

are marked with pounds and ounces. These weights are net; if a child is weighed with any clothes on, due allowance for the extra weight must be made. Records of 80,263 girls and 82,721 well boys were used in making these summaries.

AVERAGE WEIGHTS BY HEIGHT AND AGE FOR GIRLS FROM SIX TO EIGHTEEN YEARS OF AGE

By Bird T. Baldwin, Ph.D., and Thomas D. Wood, M.D.

Height in Inches	6 Years	7 Years	8 Years	9 Years	10 Years	11 Years	12 Years	13 Years	14 Years	15 Years	16 Years	17 Years	18 Years	Height in Inches
38	33													38
39	34													39
40	36	36												40
41	37	37												41
42	39	39												42
43	41	41	41											43
44	42	42	42											44
45	45	45	45	45										45
46	47	47	48	48										46
47	50	50	50	50	50									47
48	52	52	52	52	53	53								48
49	54	54	55	55	56	56								49
50	56	56	57	58	59	61	62							50
51		59	60	61	61	63	65							51
52		63	64	64	64	65	67							52
53		66	67	67	68	68	69	71						53
54			69	70	70	71	71	73						54
55			72	74	74	74	75	77	78					55
56				76	78	78	79	81	83					56
57				80	82	82	82	84	88	92				57
58					84	86	86	88	93	96	101			58
59					87	90	90	92	96	100	103	104		59
60					91	95	95	97	101	105	108	109	111	60
61						99	100	101	105	108	112	113	116	61
62						104	105	106	109	113	115	117	118	62
63							110	110	112	116	117	119	120	63
64							114	115	117	119	120	122	123	64
65							118	120	121	122	123	125	126	65
66								124	124	125	128	129	130	66
67								128	130	131	133	133	135	67
68								131	133	135	136	138	138	68
69									135	137	138	140	142	69
70									136	138	140	142	144	70
71									138	140	142	144	145	71

Courtesy of The American Child Health Association

AVERAGE WEIGHTS BY HEIGHT AND AGE FOR BOYS FROM SIX TO NINETEEN YEARS OF AGE

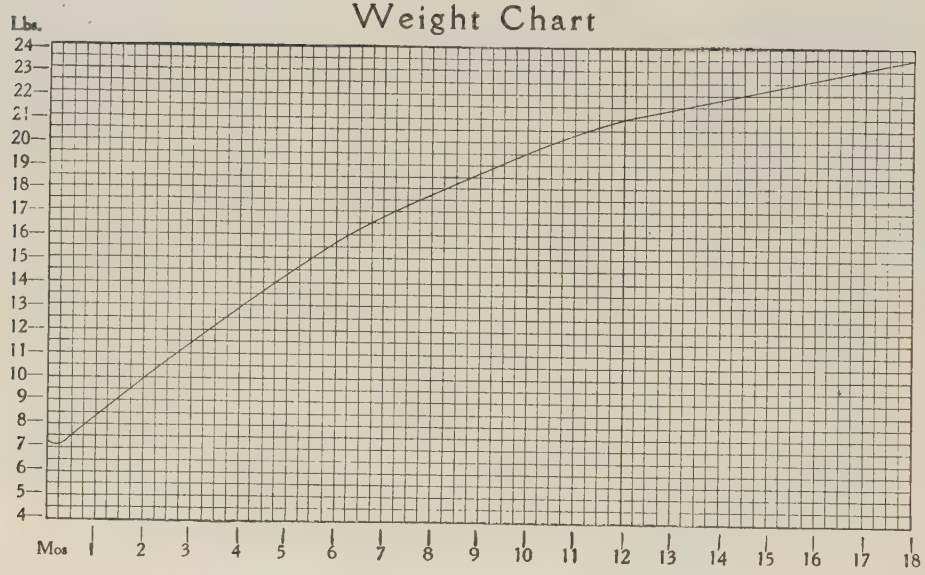
By Bird T. Baldwin, Ph.D., and Thomas D. Wood, M.D.

Height in Inches	6 Years	7 Years	8 Years	9 Years	10 Years	11 Years	12 Years	13 Years	14 Years	15 Years	16 Years	17 Years	18 Years	19 Years	Height in Inches
38	34														38
39	35														39
40	36														40
41	38	38													41
42	39	39	39												42
43	41	41	41												43
44	44	44	44												44
45	46	46	46	46											45
46	48	48	48	48											46
47	50	50	50	50	50										47
48	52	53	53	53	53										48
49	55	55	55	55	55	55									49
50	57	58	58	58	58	58	58								50
51		61	61	61	61	61	61								51
52		63	64	64	64	64	64	64							52
53		66	67	67	67	67	68	68							53
54			70	70	70	70	71	71							54
55			72	72	73	73	74	74	74	72					55
56			75	76	77	77	77	78	78	80					56
57				79	80	81	81	82	83	83					57
58				83	84	84	85	85	86	87					58
59					87	88	89	89	90	90	90				59
60					91	92	92	93	94	95	96				60
61						95	96	97	99	100	103	106			61
62						100	101	102	103	104	107	111	116		62
63						105	106	107	108	110	113	118	123	127	63
64							109	111	113	115	117	121	126	130	64
65							114	117	118	120	122	127	131	134	65
66								119	122	125	128	132	136	139	66
67								124	128	130	134	136	139	142	67
68									134	134	137	141	143	147	68
69									137	139	143	146	149	152	69
70									143	144	145	148	151	155	70
71									148	150	151	152	154	159	71
72										153	155	156	158	163	72
73										157	160	162	164	167	73
74										160	164	168	170	171	74

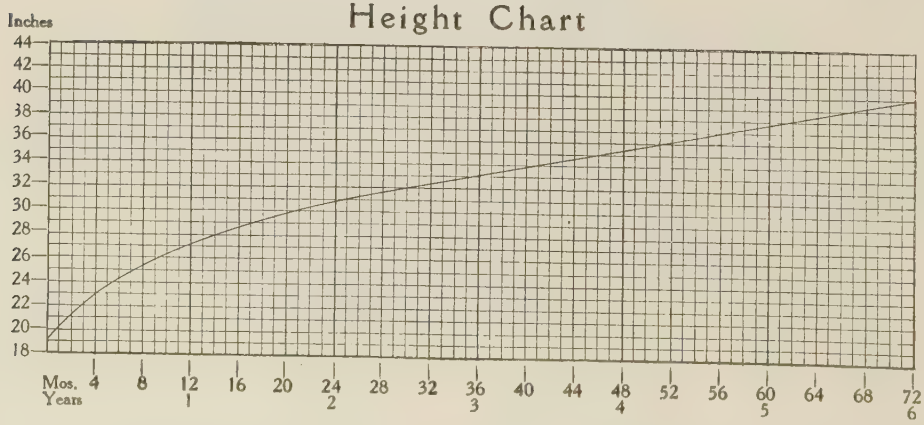
Courtesy of The American Child Health Association

WEIGHT AND HEIGHT

Weight Chart



Height Chart



These charts show the increase in weight and height of the average baby. To use the Weight Chart: Put a dot on the line at the left at the point corresponding to the weight of your baby. Each week put a dot on the line to the right of the last one used, and draw a line to connect. Compare this curve with that of the average baby. Use the Height Chart in the same manner at month intervals.

BAD HABITS—THEIR CONQUEST

BAD HABITS OF PARENTS *

By John A. Foote, M.D.

Among the greatest trials which the infant has to survive after his arrival in this world is the drawback of badly trained parents. When a young woman sees her father eating with his knife, or her mother smoking a corncob pipe, it may mortify her exceedingly, but it will not injure her health nor will it undermine her character. Not so some of the supposedly amiable virtues of many fathers and mothers, who, under pretense of satisfying the baby, satisfy themselves by training him in health-wrecking, character-destroying habits.

There are some people who "cannot bear to hear the poor little dear cry," so they stick a nipple or a pacifier in the little one's mouth, so that he may keep his sucking reflex active all the time. If he has had a dilated stomach and has been crying because of it, the additional air which he sucks in will in the long run make him more uncomfortable than he was before. After a while he will have acquired the habit of sucking continuously, his palate will grow shallow, his upper jaw narrow, the congestion of his throat will cause an enlargement of the adenoid tissue; and meanwhile he will probably have had numerous colds and sore mouths, or attacks of thrush—all because father or mother could not bear to "see him cry."

Of course, as to "walking" and "rocking" the baby to sleep, the punishment fits the crime. It is very easy to induce this habit, but difficult to break it once it has begun. This is especially true when, as often happens, the baby begins to sleep all day long in preparation for the fun she will have at night with her parents. Parents who teach the infant to expect such amusements of them need not consult a physician as to reasons why the baby does not sleep at night. They themselves are the reasons.

Then there is the young husband who insists that the baby must keep awake until he returns at night and has dinner, and then has a romp or a play with his heir. This, of course, may make the baby's bedtime a variable hour, always preceded by a very exciting and nerve-stimulating time. It is fine for father—but it doesn't help the infant to sleep soundly, or develop a good nervous system.

Another pest of infancy is the type of grandmother who has reared, or perhaps buried, a large family. It is she who considers it a "perfect outrage" to awaken the baby in order to feed him, or she may imagine that the mother is looking poorly, and proceed to remark that she reared all *her* children on condensed milk, and that all of them were fatter than this particular grandchild.

Another enemy of the child is the mother who proudly tells her friends what the month-old infant *will* not do. "He *will* not take a drop of water," she says, "he spits it right out." A month-old child with a will! The absurd idea that the infant must determine what it should and should not do seems to obsess some of these mothers, and no infant more than a day old is considered incapable of exercising tyranny over his parents.

The young mother who regards her child as a toy—a glorified lapdog or kitten—is also, unfortunately, not unknown. The baby, after all, is just a weak little plant, transplanted into strange soil, and should be left to lie quietly and be trained and fed and watered—just that and no more. No better mothering can be given than these duties of keeping the infant quiet and clean and fed and watered. Pulling him up by the roots to play with him or examine his progress is just as fatal to the success of an infant's growth as it is to that of a plant. Only badly trained parents make toys of their infants.

The "nervous mother" is often herself the result of bad training in childhood. Nervous mothers are frequently nervous about trivial things and complacent about any harmful practices that hurt the baby but save their own "nerves." When a child has a cold because of needless exposure to a nose or throat infection in the parents, the physician will be informed

*Courtesy of American Child Health Association.

that the mother is "certain the baby has pneumonia. He seems to have a high fever." At the same time the baby will be found to be toddling around the room—because "he cries if you put him in his crib."

Holding young babies up to strong electric lights to see them blink, taking them for long rides in automobiles, especially in light open machines over dusty roads, and carrying them to motion picture auditoriums—all these barbarisms that have been made possible by our vaunted progress in invention are unspeakably harmful to the development of the infant's nervous system. They are practiced only by parents whose reasoning powers are limited, or who are so selfish that they are willing to amuse themselves at the expense of their children's welfare.

"Many parents still need a good deal of bringing up," said Herbert Hoover in his memorable address at St. Louis. Parents should realize that the joy and privilege of having children must be paid for in a good deal of self-sacrifice on their part. This applies not only to the mother, but also to the father. Taking the baby to wholly unsuitable places because the parents have no one to leave him with; gratifying unwholesome desires of the child because it makes father nervous to hear him cry; letting him run around the room fully dressed when he has fever, because "it's so hard to keep him still"—these are examples of conduct by parents that show their own lack of bringing up. "We are still children," said Count Kayserling, "and that is why we think we are so old."

IF BABY SUCKS HIS THUMB *

Just look, my dear, he is sucking his little thumb! How perfectly sweet!"

What looks perfectly sweet to admiring friends in a three-months-old infant may look perfectly stupid in a three-year-old child, and what seems nature's own pacifier for the nervous baby may be the cause of shame and deformity in a growing school-child.

Modern mothers are fairly well informed on the evil results of the thumb-sucking habit of children. They know that this habit, if persisted in, may be the cause of defective development of the jaw, with resulting facial deformity. But to break their own offspring of the practice of sucking certain favorite and tasty fingers is not a simple task.

Physicians say that if the baby is old enough to suck his thumb, he is old enough to be broken of the habit. At whatever age the child shows signs of developing the tendency, that is the age and the hour for thwarting his desires in that direction. Of course, some children who occasionally find comfort in a thumb never develop a real habit of sucking it.

Most common among the methods of preventing thumb-sucking is the practice of painting the thumb or offending finger with some bitter substance such as quassia or quinin. Quassia is made of the bark from a certain ash tree and this is one of its chief uses. However, the mere painting of the finger with ill-tasting preparations is frequently not sufficient to reform the persistent young thumb-sucker.

Another measure, which has been found successful by some mothers, is the attachment of a home-made glove or mit to the sleeve of nightgown or pajama. Often determined little finger-feeders will even suck through the mit, with diminished enjoyment perhaps but with some sense of comfort. Aluminum mits are procurable and usually accomplish their purpose.

The most effective method, however, and the one that is least irksome to the child is the use of a device that will prevent the child from bending his arm at the elbow. This may be accomplished by the use of a cardboard mailing tube about four inches long and of sufficient size to slip over the arm. Or if a mailing tube is not conveninent, heavy cardboard may be wrapped around the elbow and held in place by a bandage. The elbow should be padded with cotton in using either of these methods.

Of course, if a child is not broken of the habit until he is of school-age, he often can be shamed out of the practice, but the sad part of letting the habit go on until the child is old enough to exercise his own will power in overcoming it, is that the damage has by that time already been done. The important thing is, then, to begin to break the habit early.

Finger or thumb sucking in an infant is generally a "sleepy" sign, and in the older child it generally occurs when he is without occupation or is tired. Obviously then with the baby one should see that he is put in his bed and allowed to go to sleep and not kept awake for the amusement or convenience of adults. We should guard

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the older child against becoming over-tired from loss of his nap, too strenuous play, not enough sleep at night, or too much excitement. When you know he is not in need of more rest and you see him standing or sitting with his thumb in his mouth, do not scold or even as much as order him to take his thumb out; send him to fetch you something from another person or place, to deliver or to receive a message, or call him to help you with what you are doing. Then make a suggestion of something else he can do. These suggestions of yours are merely to bridge a gap between the plays which he himself starts, and no further suggestions should be made (or will be needed) after he resumes the use of his initiative.

TRAINING THE CHILD'S PHYSICAL FUNCTIONS *

By Samuel Amberg

One of the most difficult problems for a young mother is training the child's physical functions, including proper control of the elimination of its excretions.

Most children learn to use toilet facilities by the age of one or two years. In some cases, they continue to soil themselves to the ages of 12 or 13 years; it may be a continuation from infancy or it may begin after a child has been trained. Wetting of bed-clothes or the clothing may occur only at night while the child is asleep, during the day when awake, or both. The day form of the malady may shift into the night form, or the reverse may happen. The wetting may be associated with frequency and urgency. It may occur nearly every night or periodically. It may occur more than once in a night, either at regular periods or irregularly. If but once, it usually happens shortly after the child falls asleep or else toward morning. When the trouble appears after a child has been trained, it may be caused by an infection or an illness which keeps the child in bed for a long period. It sometimes appears after operation for removal of the appendix or the tonsils; circumcision may be a factor in its appearance. Initiated under such conditions it may persist but usually does not.

Normal urination is set in motion by the filling of the bladder from the kidney through the ureters.

When the bladder walls are stretched to a certain extent, desire for urination and contraction of the bladder occur. When the contraction of the bladder reaches a certain point, the bladder opens and urination starts, provided it is not prevented by voluntary effort. Normally, urination does not occur without the intervention of the will. When it occurs involuntarily, the sensation may be at fault or the closing apparatus of the bladder may not function properly. The mechanism is by no means fully understood, particularly the manner of control during sleep. With more knowledge, we may expect better results from treatment in many cases.

In about 50 per cent of cases a cure can be effected by one method or another, but any one method can hardly be expected to be efficacious in every instance. Many of the children with this habit are neurotic, irritable, and easily fatigued, with or without further signs of nervous disturbance. They may be more or less anemic, and may show a lack of control by cold, clammy hands and feet, by getting blue easily, and by poor reaction to cool showers or baths. In such cases, the usual measures for correcting these faults may exercise a beneficial effect on the habit. The removal of such irritations as pinworms sometimes gives relief. Acidity of the urine is not an adequate cause of irritation since it is doubtful whether acid urine can cause irritation of a normal bladder.

The measures to combat wetting may be divided into those that check the secretion of urine, thereby retarding the filling of the bladder as much as possible, and those whose object it is to correct the mechanism of urination in its widest sense. A strapped on urinal has no use except to protect the clothing. It has often proved advantageous to limit the intake of fluid during the afternoon and to give a light supper, with as little fluid as possible, no later than 5 P. M. Vegetables and fruit or any food containing much liquid should be avoided; toast or zwieback with some butter, or a dry cereal with a small amount of cream or milk may be given. Secretion of the kidney is delayed in some children when starchy food, rather liberally salted, is given. The wetting shortly after going to sleep may be avoided by this treatment.

Secretion of urine may be avoided in some cases by placing the child on his back and using pillows to keep the knees flexed at about 45 degrees. The back should be propped up so that the body curves slightly forward. The early wetting

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may be avoided by putting the child in this position for about two hours, letting him play or read in bed and finally void before going to sleep. Exposure of a child to cold by insufficient bed-coverings favors wetting the bed.

When the capacity of the bladder is small, dilation sometimes helps. The child drinks a quantity of water and then holds the urine as long as possible. Results may not be immediate. The aim of distention of the bladder is to restore its normal mechanism. In some cases the administration of medicine may be an aid; physicians prescribe atropin to diminish the contractions of the bladder and reduce its tendency to respond to distention.

Treatments by electricity are recommended in certain types of cases. Distention of the bladder with solutions of silver nitrate of increasing strength has been employed to stimulate the sensory irritability of the bladder. Injections of salt solutions into the sacral canal have sometimes been helpful.

Many physicians value suggestive therapy. If used at all, suggestive therapy is directed against the nervous tension or more precisely against the wetting. One of the favorite methods is to have the child repeat several times before going to sleep a sentence similar to this: "I will not wet the bed." A paper with this sentence is put under the pillow. It is very important that suggestive therapy be carried out with great earnestness and ceremony to gain impressiveness.

When training a child to overcome bed-wetting, it is well to take him up one or more times at night and allow him to empty the bladder. If this is done without thoroughly arousing the child, it usually accomplishes no more than to protect the clothes and avoid offensive odors. The child must be completely roused, but that is not always easy, because children sleep soundly. Great depth of sleep has been acknowledged one of the factors in bed-wetting. It is especially difficult to awaken a young child by loud noise, and considerable stimulation of the skin may be necessary to bring about the desired result. Glaring light is helpful.

The child should be roused at regular intervals, frequent at first and then gradually lengthening the periods, until the bed-wetting is stopped. A child may also be made to empty the bladder at regular hours during the day. Urination may be stopped and started at command. These measures are intended to emphasize all the sensations accompanying urination, especially its beginning, and to develop control.

Parents occasionally resort to physical punishment. That is of benefit only in rare instances. Excessive scolding, nagging, and shaming the child are to be avoided. Disciplinary measures, however, are at times useful, especially where the lack of control is associated with indifference, as happens frequently in older children of high intelligence. This indifference is not limited to the wetting, but manifests itself in slovenly physical, as well as mental, habits. Correction of bad habits may show an improvement. The usual means of punishment may be adopted—withdrawal of privileges, curtailment of liberty. Punishment should never be administered in anger. A great deal of patience and consistency is required in handling a child who is not able to control elimination. It may be advisable in certain cases to insist that the child wash the soiled linen himself. A modified spanking may be employed by actually inflicting pain immediately at the time of wetting.

A change of surroundings is often beneficial. The child's room may be changed or he may be separated from children with whom he has been accustomed to sleep. More frequently a complete change is necessary, such as admission to a hospital where visits from the family and friends may be forbidden. If the wetting recurs on the child's return home, readmittance to the hospital may be necessary. In the hospital, the child should have an unusual amount of rest and lack of excitement. Indeed, it is advisable at times to put him to bed for a few days. If the child returns home, resumes all the former activities, is exposed to the same influences as before, and gets overtired and fatigued, it is not surprising that the wetting should recur.

The desired mode of life can be adopted without hospital treatment, but this is frequently the simplest solution of the problem. A nap or rest after midday meal, which should be the main meal of the day, is frequently of great help in avoiding overfatigue. The child should be entirely undressed, put to bed in nightclothes in a dark, quiet room, and kept quiet for at least an hour. A nap of this length does not interfere with the night's sleep. Regular hours are necessary; additional lessons should be avoided; attendance at movies and parties should be reduced to a minimum, and the child should not be permitted to perform before an audience.

When choosing a method of treatment, it must be kept in mind that not all cases are alike. The possibility of carrying out any treatment must be considered thoroughly. When the decision has been made as to the type of treatment (it may consist of a combination of methods), it should be undertaken patiently and earnestly, without relaxing vigilance until the treatment has received a thorough trial. This may take some length of

time. Half-hearted treatment not only defeats itself, but makes later treatment more difficult.

Many of the measures mentioned should be carried out by a competent physician, and in no instance should treatment be undertaken without previous medical examination of the child.

PACIFIERS, DUMMIES, OR COMFORTS

The extremely bad habit of sucking on a rubber teat, or a sugar ball, or a bread ball, or any other article, is one for which someone else is entirely responsible. The baby does not teach himself this disgusting habit, and he should not have to suffer for it. Some of the evil effects ascribed to this habit are that it spoils the natural arch of the mouth by causing the protrusion of the upper jaw; it induces a constant flow of saliva and keeps the baby drooling; the pacifier is never clean and may readily carry the germs of disease into the baby's mouth; and last and least, it is a habit which is particularly disfiguring to the baby's appearance. No such object should ever be permitted to be put into the baby's mouth.

SOME OTHER BAD HABITS OF CHILDHOOD

§1. BITING THE FINGER NAILS

When a child bites his finger nails occasionally, it may be due to a local irritation, such as a broken or nicked nail, a hangnail, or rough and broken cuticle. Frequent biting is generally a symptom of nervousness or strong emotion. The nails should be kept filed and the cuticle soft and pushed back so that the "moons" on the nails show. See that the child gets the proper food at the proper times, that he has the correct amount of sleep and rest, and is kept interested in his play. Use extra watchfulness in guarding him from the teasing and frights of playmates and adults. Keep handy a nail-file, or one of the little emery boards used by manicurists and when you see him biting a nail, call him to you and smooth the nail with the file or emery. This constant care of his nails will arouse his pride in their appearance and help him to build up a resistance against the habit.

§2. EAR-PULLING

Often babies seem to enjoy pulling their own ears and many an ear has been disfigured by this habit. Bandaging the hands, so the child cannot grasp the ear is the treatment.

§3. MASTURBATION

This is a common habit among children, practiced by rubbing the genitals with the hands, or by rubbing against various objects. If the baby is seen to be carrying on this habit every effort should be made to break it up as soon as possible, as it grows worse if left uncontrolled. It may be due to lack of cleanliness, or to some local condition which irritates the sensitive parts; and, for this reason, it is well to have the baby examined by the doctor. The treatment consists almost entirely in imposing mechanical restraints, and in great attention to keeping the parts clean. Wet or soiled diapers should be removed at once and the parts made clean and dry.

In young children masturbation is usually occasioned by inflammation, irritation from acid urine, prickly, tight, or binding clothing, worms, or by abnormal organs, or organs that are not cleansed daily. It may likewise be the result of faulty feeding or undue nervous excitement. The causes of any physical irritation should be removed at once. Circumcision may be needed to correct any abnormality of the organs.

At night tuck the child into bed with his hands outside the covers, give him a doll or toy animal to hold and encourage him to go to sleep at once and to get up as soon as he awakens. It may be necessary to stay with him until he falls asleep. Try not to let him suspect that you are watching him. Try to keep his mind off himself and keep thoughts and hands always absorbed in other occupations. The organs should be washed gently but thoroughly every day. If the habit is persisted in have the child examined by a physician for any local abnormality. The child who is trying to overcome the habit should of course be made to feel that his father and mother are his friends and have kept his confidence from sisters and brothers and from neighbors. Masturbation is not a habit which parents can afford to overlook but neither is it one which they must hide in shame from their doctor. As soon as a parent realizes that the habit is beyond control the girl or boy should be taken to a physician with all dispatch.

Avoid leaving your child with servants whose morals you might question.

Little children have no idea of wrong-doing in indulging in masturbation, and mothers should be very careful not to hurt their pride or to hold them up to public shame. Mechanical restraint, such as tying the hands, should not be employed except on a doctor's advice.

CIGARET SMOKING*

By Michael Vincent O'Shea

How does smoking cigarets affect a boy from the age of 14 to 18? If he persists in smoking, what form of tobacco is least injurious? Is there a remedy for smoking?

It would require many volumes to present the opinions that have been expressed by men and women at home and abroad regarding the effect of tobacco on the growing boy; but when it comes to *exact information* regarding the matter, the case is very different.

§2. OPINION LARGELY BASED ON PREJUDICE

During the past few years, the writer has canvassed a large mass of opinion concerning the relation of tobacco to the physical, intellectual and moral development of the young, and he has found that at least 95 per cent of those who have written on the subject have maintained that a boy of any age is injured physically, mentally, and morally by the use of tobacco, especially in the form of cigarets. But a careful analysis of this mass of opinion shows that it is based largely on prejudice, though most of the writers state that they have made observations in daily life which have convinced them that when a young person smokes his physical growth is interfered with and his mental and moral development is arrested.

Weighing this opinion from a scientific standpoint, one concludes that there is probably some basis for the almost universal belief that tobacco is harmful during the growing period of life, even though it may be comparatively harmless to a mature person.

Included in the great body of opinion against tobacco which the writer has been able to examine are views of physicians, teachers, jurists, probation officers, manufacturers, social workers, reformers, and, in fact, representatives of all the activities in which people engage.

One would think that the views of physicians would be founded on clinical or experimental data, but, as a rule, they have no such foundation. Some views expressed by physicians were based on the observation of a number of cases of physical impairment in the teens, apparently due to the use of tobacco; but physicians, speaking generally, have based their opinions on general impressions as laymen have done.

Juvenile court judges have stated that most of the boys who have come before them for discipline have been addicted to the use of tobacco; but one such judge, a very prominent one, who a few years ago indicted the cigaret very severely, has written recently that the cigaret is not responsible for many of the defects and delinquencies in the young which have been ascribed to it.

In the course of this investigation, the writer found that most industrial establishments employing large numbers of boys refuse to engage any who use tobacco. The managers of personnel in these industrial establishments have confessed that they have no definite scientific evidence that boys who use tobacco are inferior to those who do not. But still they are convinced that abstainers do better work than those who indulge in tobacco.

§3. LEADERS WARN AGAINST HABIT

Attempt has been made to secure reliable data regarding the effect of tobacco on the young. A large number of principals of schools and teachers were asked to make a careful study of the effect of tobacco on the scholarship and behavior of their pupils. These prinicpals and teachers were cautioned to exclude all prejudice and preconception from their investigations. They made observations for a long period, comparing the mental work and conduct of smokers with that of non-smokers in their schools. A large body of accurate data was secured in this way.

Practically every principal and teacher believes that the use of tobacco is a detriment to the intellectual work and conduct of pupils. This does not mean that every pupil who uses tobacco is inferior, either in mental work or in behavior, to pupils who are abstainers, but it does mean that, taking the pupils in a school as a whole, those who use tobacco are inferior to those who do not. One is compelled to conclude that in

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respect to mental work and self-government, the use of tobacco by persons in the teens is injurious.

Extensive experiments conducted for the writer in a pyschological laboratory in measuring the effect of tobacco on the mental process of adults, led to the conclusion that tobacco, as a drug, tends to slow down mental activity in the majority, but not in all, cases. It has not been actually demonstrated by pyschological experiment that mental activity in the case of immature persons would be more or would be less resistant to the effect of tobacco than in the case of mature persons.

§4. INHALING SMOKE IS INJURIOUS

There has never been any exact data secured regarding the effect, physically, mentally, or morally, of smoking tobacco in a pipe as compared to smoking it in a cigar or cigaret.

Testimony has been secured from physicians to the effect that the cigaret is the least injurious form in which tobacco can be smoked. But there is a peculiar factor involved in the use of the cigaret which makes it dangerous, when used freely by young persons. It has been shown that inhalation is much more frequent with a cigaret than with a pipe or cigar. In the course of this investigation, principals and teachers were asked to observe whether boys who smoked pipes or cigars ever inhaled, and there was not a single instance in which this was observed, but there were a great many instances in which the inhalation of cigaret smoke was observed. There is general agreement among physicians and also among principals and teachers to the effect that inhalation is physically, intellectually, and morally injurious to persons in the teens.

§5. TWO REMEDIES FOR THE HABIT

If a parent, guardian, or teacher is convinced that a boy is being injured by the use of tobacco, is there a remedy?

Of course, the answer that first occurs to the writer is that young persons do not spontaneously indulge in tobacco, because the organism revolts against it, until immunity has been acquired. The use of tobacco in the early years is due in ninety-nine cases out of one hundred to imitation.

If the members of a group, whether boys or girls, did not use tobacco, no one boy or girl in the group would have any temptation to use it. The proper course, then, for anyone who thinks it desirable to protect a boy or girl in the teens from smoking is to see that the habit does not become general in the group of which the boy or girl is a member.

If a boy has acquired the habit, there seems to be some evidence that he can be cured by the use of a drug which will develop revulsion against the taste of tobacco. Testimonies have been obtained from a number of physicians saying they had observed successful drug treatment for the cigaret habit, but this treatment has not yet become very general. No harm can result from it. It would be worth trying in the case of a fourteen-year-old boy who has become addicted to the use of tobacco and who craves it.

THE TOYS

My little Son, who look'd from thoughtful eyes
And moved and spoke in grown-up wise,
Having my law the seventh time disobeyed,
I struck him, and dismiss'd
With hard words and unkiss'd,
His Mother, who was patient, being dead.
Then fearing lest his grief should hinder sleep,
I visited his bed,
But found him slumbering deep,
With darken'd eyelids, and their lashes yet
From his late sobbing wet.
And I with a moan,
Kissing away his tears left others of my own:
For, on a table drawn beside his head,
He had put, within his reach,
A piece of glass abraded by the beach
And six or seven shells,
A bottle with bluebells
And two French copper coins, ranged there with careful art,
To comfort his sad heart.
So when that night I pray'd
To God, I wept and said:
Ah, when at last we lie with tranced breath,
Not vexing Thee in death,
And Thou rememberest of what toys
We made our joys,
How weakly understood,
Thy great commanded good,
Then fatherly not less
Than I whom Thou last molded from the clay,
Thou'lt leave Thy wrath, and say,
"I will be sorry for their childishness."

—*Coventry Patmore.*

NURSING

SIGNS OF ILLNESS IN A BABY

By S. Josephine Baker, M.D.

Here are some of the signs that baby isn't feeling well: If baby's skin seems hot and dry he may have a fever. Go to a doctor at once and find out. Fever always means trouble and need of doing something at once.

If baby vomits there is something wrong. That usually means that nature is trying to get rid of something that isn't right. Perhaps it only means that you have fed your baby too much. If that is so you ought to know it. Overfeeding is very dangerous to a baby. If baby vomits take it to a doctor.

If baby is cross and fretful that too is a sign that he isn't feeling right. A well baby sleeps most of the time and is happy and contented when he is awake. If he suddenly gets to crying more than usual look for trouble.

When a baby won't nurse, or take his bottle at the regular time, there is surely something the matter. Find out what it is at once. A healthy baby should eat like a little pig and get terribly mad about it if he doesn't get his food right on time.

Lastly, winter and summer, look out for cough. You sometimes neglect coughs in grown people and they may not amount to anything, though neglect is dangerous. Don't do it with the baby. A cough may mean pneumonia, and when babies get that it kills them very quickly. There is no time to lose.

The thing that makes most trouble is the so-called summer complaint. Over 5000 babies under 1 year old die from it every year in New York City alone. About 3000 die every summer. Yet this disease is preventable by learning a few simple rules about food and care. If it is neglected very long it is almost hopeless.

The first thing to do when you think there is anything wrong with your baby's stomach is to stop all food at once.

Don't nurse him.

Then call a doctor.

If for any reason you can't get a doctor at once, while you are waiting give the baby a sponge bath with cool water; dress him in fresh, clean clothes; keep him as cool and quiet as possible; never try to amuse a sick baby. Don't dance him, or walk the floor with him to keep him from crying. Give him plenty of fresh air. Keep him quiet until the doctor comes.

SYMPTOMS

By Emil Krulish, M.D. and Daniel S. Neuman, M.D.

Fever, or increase of bodily temperature, is best explained as a condition where the production of heat is greater than its relative loss. Fever by itself is merely a symptom of some morbid process, and only significant when combined with other symptoms. With every voluntary or involuntary movement of the body, with every nerve impulse, even with every thought, there is a certain amount of heat produced and distributed throughout the body, to be stored up and used as vital energy.

In cold-blooded animals the vital heat is lost as rapidly as it is produced. In warm-blooded animals this heat does not escape until a certain amount has accumulated within the system. In the human body the production of heat balances evenly with the loss of it, thus making possible the even accumulation of normal heat in a healthy person to a temperature of 98½° F. As the changes of the external temperature vary not only in the different seasons, but change constantly, the human body is provided with a delicate mechanism which regulates the heat production and the heat elimination. This mechanism for

controlling the temperature is located in the brain and consists of nerve centers from which messages are sent out, as from a central telephone office, to the different organs.

The skin, through its pores, cannot only eliminate the excess of heat, in perspiration, etc., but can also reverse the process, thus rendering the escape of heat impossible.

When the mechanism of heat production becomes abnormal the temperature of the body either rises or falls rapidly. This may be due to disorder of the nerve system, to sudden chilling of the body, or to the entrance into the system of vegetable bacteria or animal parasites. The rise or fall of temperature can be accurately determined only by the use of a clinical thermometer.

The most prominent symptoms of fever are abnormal heat and feeling of general uneasiness, dry skin, and sometimes delirium. If the fever is long-continued, the body wastes. In all fevers the urine is scanty and high-colored, the tongue coated, the respiration and the pulse rapid.

§2. Normal Temperature of the body in adults is 98½° F.; in children 99°. A temperature of 100° F. indicates low fever, 101° to 104° F. indicates severe fever; 105° to 106° F. indicates great danger; 106° to 108° F. indicates impending death.

The best method for taking temperature in children is by rectum. The bulb of the thermometer is anointed with vaseline and inserted in the orifice for 2 minutes. Remember that the temperature per rectum is 1° higher than that by mouth in the same patient. Be sure to shake the mercury in the instrument below 98° before using.

When taking the temperature by mouth, clean the thermometer thoroughly; place the bulb of the instrument under the tongue, and see that the patient's lips are firmly closed.

§3. Subnormal Temperature (below 98°) is observed in collapse from shock, from hemorrhage, and in cerebral and spinal diseases; also in convalescence after pneumonia and typhoid fever.

§4. The Urine.—In diabetes and congestion of the kidneys there is permanent increase of urine. Frequent and painful urination is due to inflammation of the bladder, urethra, or to pressure on the bladder by displacement of the uterus or pregnancy. Diminished flow of urine results from excessive secretion, as in free perspiration and diarrhea, from congestion, from obstruction of the heart or lungs, and from kidney and liver diseases.

§5. Pain in the Abdomen may be due to peritonitis, tape worms, appendicitis, intestinal obstruction, colic, or gallstones. Pain in the stomach may be due to constipation, dysentery, cancer, ulcers, dyspepsia, neuralgia of the stomach, etc.

§6. Hemorrhage of the Nose may occur in chronic heart, lung, or liver disease, scurvy, infectious fevers, typhoid fever, and diseases (or injuries) of the nose.

§7. Respiration.—In the healthy male adult the respiration is about 18 to 20 per minute. Rapid respiration is noted in excitement, inflammatory diseases of the lungs, anæmia, hysteria, pleurisy, etc.

§8. Cough.—Dry cough without expectoration is observed in the beginning of inflammatory diseases of bronchi and lungs and in pleurisy. Moist (or loose) cough occurs in bronchitis, convalescent pneumonia, and tuberculosis. "Croupy" cough occurs in croup, whooping cough, tuberculosis, and hysteria, and from foreign body lodged in the larynx.

§9. Sputum.—In acute bronchitis and in asthma there is mucoid sputum; watery, frothy sputum in the last stage of pneumonia; muco-purulent sputum in chronic bronchitis, in convalescent pneumonia, and in tuberculosis; purulent sputum in tuberculosis with cavities and abscess of the lung; prune-juice sputum in gangrene of the lungs and in cancer of the lungs; fibrous-shreds sputum in membranous croup, in bronchitis, and in diphtheria; fetid sputum in advanced tuberculosis and abscess of the lungs.

§10. The Lips.—The color of the lips indicates the condition of the heart and blood. They are always pale in anæmia, and blue in heart diseases. Dryness of the lips with formation of crusts is observed in fevers.

§11. The Pulse in adults is between 65 and 80 per minute; slower in old age. At birth it is between 130 and 160, and gradually lessens as the child grows older.

§12. The Teeth.—Delayed dentition may be due to feeding of condensed milk (or prepared food), rickets, or syphilis.

§13. Gums.—Bleeding gums are often associated with scurvy, and may result from large or long-continued doses of mercury.

§14. The Tongue.—The dry brown tongue is noted in typhoid fever and diabetes. In scarlet fever it resembles a "strawberry." A gray-colored tongue with oval bare spots is indicative of gastro-intestinal catarrh. Scars on the tongue are often indicative of syphilis or epilepsy.

§15. Foul Breath is often due to diseases of the tonsils, caries of the teeth, lung diseases, dyspepsia, etc.

§16. The Appetite.—Inordinate appetite is a

symptom of dyspepsia, diabetes, or intestinal worms. Loss of appetite is common to many diseases. Craving for unnatural food is noted particularly in insanity and pregnancy.

§17. Hiccough results from a spasm of the diaphragm, and is often noted as a temporary condition after eating or drinking. Persistent hiccough is sometimes present in extreme exhaustion following acute or chronic diseases. It may be reflex from stomach, hepatic, intestinal, or peritoneal disease or hysteria.

§18. The Stools.—Blood in the stools. Rapidly discharged blood, as in piles and fissures, is nearly normal in appearance. Retained blood imparts a black or tarry appearance to the stools. Bloody stools result from inflammation of the bowels, chronic heart and liver disease, scurvy, infectious fevers, piles, and fistula. Watery stools are noted in nervous diarrhea, wasting diseases, and corrosive poisoning. Green stools may result from an excessive amount of bile and are a common symptom in intestinal diseases of children (cholera infantum). Black stools may follow intestinal hemorrhage and use of charcoal, bismuth, iron tonic, etc. Red stools may be due to the administration of logwood. Mucous stools may be due to intestinal catarrh. Fatty stools result from undigested fats and the absence of bile. In typhoid fever the stools resemble pea soup. Purulent stools result from ulceration or abscesses in abdomen.

§19. Vomiting is often due to diseases of the stomach, worms, specific fevers, meningitis, pregnancy, seasickness, etc. Watery vomit is noted in nervous dyspepsia. Bilious or green vomit may occur in diseases of the liver. Bloody vomit may be due to obstruction of the circulation, as in lung and liver diseases, scurvy, infectious fevers, ulcers of the stomach or cancer of the stomach. Purulent (pus) vomit results from an abscess in œsophagus or stomach. Fecal vomit is due to intestinal obstruction.

§20. Tonsillitis may be a symptom of diphtheria, scarlatina, erysipelas, etc.

§21. Loss of Voice may be caused by paralysis, inflammation of the larynx, foreign bodies, or prolonged use of the voice.

§22. Difficult Breathing is noted chiefly in asthma, croup, abdominal distention, tumors, aneurism, pneumonia, phthisis, and heart diseases. Breathing through the mouth, especially when sleeping, indicates adenoids, enlarged tonsils, or obstruction in the nose; or it may occur in the beginning of a cold.

§23. Convulsions usually develop from brain diseases, injuries, alcoholism, infectious fevers, anemia, syphilis, hysteria, strychnine poisoning or spinal meningitis. Reflex convulsions in young children result from gastric irritation, intestinal parasites, and teething.

§24. The Skin.—In anemia, the skin is pale. Pallor may result temporarily from exposure to extreme cold, shock, or collapse. Yellow skin occurs in jaundice; blue in cyanosis.

§25. Enlargement of Veins may result from chronic heart, lung, or liver disease.

§26. The Nails may become dry, brittle, and discolored after inflammation or injury, or from skin affections. Curving of the nails is observed in all wasting diseases.

§27. Offensive Sweating is frequently associated with rheumatism, Bright's disease, blood poisoning, infection with micro-organisms, and tuberculosis. Excessive sweating may be caused by the use of alcohol and also by general debility.

§28. Ulcers may be due to local congestion, varicose veins, feeble circulation, syphilis, tuberculosis, or leprosy.

Bedsores are ulcers produced by pressure.

§29. Worms, Intestinal.—The only positive evidence of worms is finding them in the stools.

§30. Tidal Wave Breathing (*Cheyne-Stokes*).—In this type of breathing the respirations gradually increase in rapidity until they reach a climax, then gradually subside and finally cease entirely for 5 to 50 seconds, when they begin again. It is usually a forerunner of death, but cases have been reported in which it has lasted for several months.

§31. The Pupils of the Eyes are contracted in opium poisoning, old age, anemia, alcoholism, and diseases of the nervous system. Dilatation of the pupils is observed in paralysis, collapse, severe pain, epilepsy, and belladonna and cocaine poisoning.

§32. Noises in the ears are observed in anemia, in diseases of the ear or heart, and after the use of certain drugs, as quinine and salicylic acid.

§33. Deafness is generally caused by disease of the ear itself, adenoids, or diseased tonsils.

§34. Delirium may be observed in pneumonia, typhoid fever, anemia, alcoholism, and hunger.

§35. Crying.—Incessant crying of a baby is usually due to hunger, ear-ache, colic, pain from an opened safety pin, or soiled napkins which cause irritation. Nasal-tone crying of a baby is due to swelling of the mucous membrane of the nose or to throat affections. Crying during an attack of coughing is an indication of some painful affection of the chest. Hoarse cry of a baby points to catarrh of the larynx or to syphilis. Whispering cry is a precursor of membranous croup.

CARING FOR THE SICK CHILD

By Mrs. Max West

The mother should learn to read a clinical thermometer so that she may know whether or not her child has a fever. A thermometer may be purchased at any drug store and her doctor or the druggist will be glad to show her how to read it.

The baby's temperature normally ranges from 98.6° to 99.5° F. The temperature of a baby is much more variable than that of an adult, and a temperature higher than 99.5° F. is not unusual even in babies who are not sick. If the temperature is higher than 100° F. the doctor should be notified. A baby's temperature should always be taken in the rectum. It is wise to purchase a thermometer with a thick bulb for taking a rectal temperature. The bulb should be smeared with vaseline or oil and inserted into the rectum for at least an inch. The thermometer should be held in the rectum for at least three minutes and care taken that the baby is kept quiet so that there is no possibility of breaking the thermometer. In most cases it is just as well not to take the temperature frequently because it may cause unnecessary worry to the mother and annoyance to the baby.

Children are more likely to have fever than grown persons. A rise in temperature frequently accompanies even a slight upset in children, but a *continuous* fever, even if slight, is more important than a higher temperature for a short period.

The pulse and breathing are difficult to count in infancy. A mother should note how rapid they are when the child is well so that in case of illness she may detect any difference.

The mother should also observe the normal position of the child's body, the expression of his face and his color, so that indications of discomfort, pain, or unusual irritability can be quickly noticed. The character and number of bowel movements and the amount and color of the urine should be watched. The mother should note the color of the tongue and throat and the condition of the skin.

§2. ESSENTIALS IN CARING FOR A SICK CHILD

A young child who has any rise in temperature should be kept in bed in a cool, quiet, well-ventilated room and should be allowed to rest or sleep undisturbed as much as possible. A fussy, uncomfortable baby, or a child showing evidence of physical discomfort but without fever, should be treated in the same way.

The sick room should not be a gathering place for the family or neighbors. Even if no contagious disease is suspected, a sick child should be kept away from other children until the trouble is known. This one precaution, if observed faithfully, would do much to stop the spread of communicable disease.

The doctor should be promptly notified of the illness of a baby, and the mother should keep a written record of the temperature, rate and regularity of the pulse and respiration, cough, crying, evidence of pain, and general appearance of the child. She should note the amount and kind of food taken, amount of water, number and character of stools, amount of urine passed, vomiting, or any unusual symptom. A specimen of the stool and urine should be saved for the doctor to see.

When orders are given by the doctor, they should be carried out carefully and exactly. The mother should put down daily on a sheet of paper, or a chart, the hour at which she performed each detail, the result, and any unusual symptom noted.

If a doctor cannot be secured, the following general directions for nursing care should be observed. A child should be kept in bed as long as he has a temperature over 99.5° F. If his illness has been at all severe, he should stay in bed from three days to one week after his temperature has remained normal (98.6° to 99.5°) for twenty-four hours. The after effects of many diseases may be largely prevented by prolonging this care during convalescence.

Frequent changes in position while in bed are important not only to rest the child, but also to prevent congestion of any part of the body.

A daily sponge or tub bath should be given. A bath for fever (about 90° F.) may be given once or twice a day or oftener, if the fever is high. The temperature of the bath should be tested by a thermometer. Every precaution should be taken in bathing a sick child not to chill him by undue exposure nor to frighten or excite him. A cold compress or ice cap may be kept on the head during fever, while bathing to reduce the temperature, or while giving a warm pack. If the hands and feet are cold, hot water bottles may be used.

The amount of food should be reduced in every acute illness.

The taking of water is of the greatest im-

portance in illness. Water should be offered at very frequent intervals, possibly every hour while the child is awake, and the amount taken in twenty-four hours should be recorded.

The bowels of a sick child should be moved daily; if necessary, an injection, or enema, of warm water may be used for the purpose. The amount of the urine should be noted, and more water should be given to drink if the amount of urine is scant.

Plenty of fresh air in a well-ventilated room, or on a porch, where the sick bed may be placed in summer, is part of the necessary treatment in any sickness. In winter, the sick room may be kept moderately warm (60°-68° F.) in the daytime while the child is awake, but may usually be kept cooler at night, or when the child is asleep.

A child that has been trained in proper health habits and has been accustomed to having the details of his toilet carefully attended to, is much easier to take care of in sickness. It is also helpful if a baby has been taught to show his tongue and throat and to allow himself to be handled. A child should never be frightened by threats of punishment.

The comfort and happiness of the baby or young child do much to hasten recovery from sickness, but strict discipline must be maintained as to nursing care and the carrying out of the doctor's orders. The way a child is managed makes the greatest difference in what can be done for him. Even a young baby is conscious of the difference between quiet, skillful handling and noisy or clumsy treatment, and responds quickly to gentle, restrained methods.

TRUST THE DOCTOR RATHER THAN THE NEIGHBORS

By S. Josephine Baker, M.D.

Don't ask your neighbors to tell you what you had better do with your own baby. If you do that, anything I might teach you may be undone by the guess work of some foolish woman next door.

Let me give you some reasons why a doctor or nurse knows better than your neighbor what to do for a baby. Your neighbor may have taken care of six or seven children of her own in the little time she had left from her regular work. That is her whole experience. The doctor and nurse have taken care of hundreds of babies. That is their regular work. They have studied those babies carefully. Besides that, they have studied the experience of thousands of other doctors and nurses for a great many years past.

§2. CARING FOR BABY'S HEALTH IS THE DOCTOR'S BUSINESS

Your neighbor may know more about sewing or washing or cooking or keeping house than the doctor does. That's her work. Taking care of baby's health is the doctor's work. He has spent years finding out the best way to do it. You wouldn't go to a baker next door and ask him how to make a dress. Then why do you go to a neighbor to find out how to take care of your baby?

No two neighbors will tell you exactly the same thing. That shows how much their advice is worth. They have had different babies. None of them knows your baby. No two babies are alike. What was good for your neighbor's baby may be poison for yours. Doctors and nurses have studied hundreds of babies and know how to tell one kind of baby from another. They can tell by studying your baby, which kind it is and what is best to do for it.

§3. A FRETFUL BABY AND A WOOLEN SHIRT

One day a baby cried a great deal and seemed very hot and uncomfortable. It was the mother's first baby and she had no idea what to do. She asked her neighbor on her right what she had better do about it.

"My baby was just like that one day," said the neighbor. "The doctor said it was the heat. He made me take off the baby's clothes and wash it in cold water." The mother hurried home to take this advice and on the way met her left-hand neighbor. She told her about the baby. "Don't wash it in cold water. The heat made my baby sick one day, and the doctor said wash it in hot water." While the mother was trying to decide which advice to take along came an old grandmother and looked at the baby. "That baby's got the fever," said the grandmother. "My John had the fever forty years ago this summer and the doctor gave him some fine medicine that cured him. I've got some in my old medicine case yet. I'll get you some."

But just then by good luck a nurse who was going by heard the baby crying, and stopped and

looked at it. She found that baby was wearing a woolen shirt. It was too hot and of course very uncomfortable. She took it to the doctor, who found it perfectly well. After it had had a *cool* bath, not a hot or a cold one, and had been dressed properly, it went quietly to sleep. If the mother had taken the advice of any one of her honest neighbors her baby might have died.

§4. GRANDMA'S METHODS NOT ALWAYS THE WISEST

THEN again, most of your neighbors are likely to have old-fashioned ideas, particularly the older ones whom you are most likely to ask for advice. Our grandmothers used to believe in rocking babies, walking with them, jumping them up and down, clothing them too warmly, feeding them all sorts of things when they were very little, letting them taste of everything, giving them comforters to suck and keep them quiet, etc., and a great many of their babies died, a great many more proportionately than die to-day, since doctors and nurses have been learning better ways to take care of babies and teaching them to mothers.

Then your neighbor will advise you to give all sorts of patent baby foods to your baby. Only a doctor knows what food is best for your baby and when to give it. Neighbors will advise you to give all sorts of drugs to your baby when it is sick. Never give medicine unless a doctor tells you to. Many different kinds of diseases look alike to people who haven't studied diseases. Drugs that will cure one, will kill a baby that has another. Only the doctor knows which is which.

Only the other day I learned of a woman who has a blind baby because she thought a neighbor's grandmother knew better than the doctor. Her baby had sore eyes. A doctor gave her an eye-wash and told her how to use it. The next day a neighbor's grandmother came in and saw the baby. She told the mother to wrap a cabbage-leaf over the baby's eyes, as that was the best thing for it. So the mother threw the doctor's eye-wash away and did as the old woman told her. When the doctor came again, the baby's eyes were so bad that it was too late to save them.

Thousands of babies die every year because their mothers don't know in time that they are ill. Thousands die because their mothers think when the sickness is beginning that it does not amount to much.

To-morrow is too late.

"All babies have days when they are not just right," they say. "I will wait until to-morrow and see if he is not better. If he isn't I will call the doctor."

When to-morrow comes it is often too late. One mother I know had a baby who every little while became ill slightly. At first she was alarmed and called the doctor, but the baby got well so quickly each time that after a little she stopped worrying and began to think these little attacks amounted to nothing. Finally she got so she no longer called the doctor. The baby kept on having these little troubles but always seemed to get over them as quickly, and seemed to be very well most of the time.

But the mother didn't know that each time this happened her baby was getting weaker. Finally there came a time when the baby didn't get well again as soon as it had before; instead it got rapidly worse, and yet the mother had grown so careless that it was three days before she called the doctor. And all the while she was giving the baby food that it ought not to have had at such a time. When she did get frightened enough to call a doctor it was too late.

HELPING THE DOCTOR*

By JESSE R. GERSTLEY, M.D.

THE spirit of the doctor on entering a home is far different from that of most tradespeople, and is in a way more like that of the priest or clergyman. Of course, no two doctors are alike. One takes up a specialty such as children's diseases because he loves children and wishes to help them. Another does so by chance. One finds it very easy to make friends with his little patients. Another finds it more difficult. But all children's doctors have one point in common. Every one wants the child to get well. The hope and purpose of the doctor is entirely that of the parents, and if the mother is wise and recognizes their common interest, she will do her utmost to help. Surprising as it may seem, only a few mothers appreciate this fact. Though they wish to be of assistance, often in every possible way they make the doctor's work more difficult. Particularly is this true when the doctor wants to learn all he can about the baby and examine him.

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§2. CHILDREN VARY WITH RACE AND ENVIRONMENT

EVERY one knows that many influences make children different. One does not need to be a doctor to know the effect of race. A Chinese baby or a negro baby is different from a white baby. Geography, too, plays a contributing part. An overdressed little French child promenading with a nurse and poodle dog in a fashionable French park is quite different from a barefoot, ragged little fellow climbing the mountains of North Carolina. But children's doctors find a great deal of difference in children of the same city, of the same neighborhood, and even of the same family. They find differences because of characteristics inherited from parents and grandparents. They find differences due to methods of feeding. They find differences due to social conditions. The child born when the parents are poor is quite different from the child born after these parents have become rich. The child in constant association with an intelligent nursemaid is more advanced than the child associated with one of mediocre mentality. Another important factor is the number of children. An only child is very different from one who has six brothers and sisters. The parents love it too much, and it becomes spoiled and willful. The number of older persons around the child has its effect; a baby left quietly to himself all day is very different from the baby surrounded by a number of admiring relatives who solicitously make him nervous, irritable, and peevish by treating him like a pet dog or a plaything. All these things must be considered by the children's doctor before he examines his little patient.

§3. WHAT THE DOCTOR MUST KNOW

WHEN a baby is sick the modern doctor must discover not only the nature of the trouble, but also the nature of the baby. The two methods at his disposal are taking the history of the case by asking many questions, and making a physical examination. At times a careful history may be of even greater importance than the examination itself. Answers to questions may influence the entire treatment. Is the baby nervous because of nervous disease in the family, because of too many grown persons about, or because of improper feeding? Did the disease start suddenly or gradually? Has the baby been gaining in weight? How often has it vomited; how many bowel movements since the symptoms began; is it in pain? Nothing is more exasperating than to ask vitally important questions while the mother, apparently totally uninterested in everything the doctor wishes to know, walks up and down with her crying infant, tosses him in her arms, pokes rubber nipples into his mouth, and talks baby talk. The baby's life may depend on her answers.

§4. WHAT THE DOCTOR MUST SEE

IT SHOULD be almost unnecessary to say anything about the importance of physical examination. Many severe diseases, such as scarlet fever, evidence themselves first in the throat. The rash of measles is preceded by little spots on the inside of the cheeks. In prolonged fevers, tonsils, adenoids, ears, and chronic sore throat should be considered. Incredible as it may seem, many mothers unknowingly do all in their power to make the examination difficult. This is true particularly if the baby is an only child, or is many years younger than the next in the family. The mother is so afraid that her little one will be frightened or cry that she makes it impossible for the doctor to do more than guess at the cause of the trouble. The other day a mother called a doctor because her only child, a little girl, had a slight fever. Everything went well until the doctor wanted to examine the child's throat; the child, like most children, started to cry. The mother then asked the doctor not to bother her little girl since unquestionably her throat was all right. The doctor was inexperienced and agreed. A few days later the child was much worse, and another doctor was called. He had the same difficulty. First he tried to persuade the mother to hold the child's head and hands so that he could use a flash light in his left hand and a spoon in his right, but she persistently let the head loose at the wrong moment. Then he took her to a window and told her simply to hold the child's hands so that he could steady her head with his left hand. Then the mother let the hands loose at the important moment. At last after a bitter fight with the child and many tears of sympathy from the mother, he was able to see the grayish-white, spreading membrane of a severe case of diphtheria. If the child had died, the blame would have been not the doctor's, but the mother's. This is just one of many instances in which a mother's love for her child is of such a nature that rather than submit to the pain of hearing him cry she may risk his life.

What careful doctor would expect to make a diagnosis of measles or chicken pox or scarlet fever without examining the skin of the entire body? Yet many mothers expect that with superhuman powers the doctor's eyes can penetrate three layers of clothing. What careful doctor

would diagnose pleurisy or pneumonia without a thorough examination of the entire chest? Yet many mothers seem to think that with mysterious power he can hear through a half inch of cold wet compresses; or that by putting his stethoscope on a tiny spot of bare skin he can form an opinion of the condition in the whole chest. It is remarkable how many mothers pretend to help the doctor, but by their very weakness encourage the baby's resistance. This type of mother always has an excuse for not undressing the baby. She holds him, not to aid the physician, but to demonstrate her intense love. She presses the baby to her bosom in such a manner that to examine his chest the doctor must listen through the mother's hand. She has forgotten her real duty to her sick child.

§5. TELLING THE CHILD ABOUT THE DOCTOR

IT MUST be apparent how vital may be the part of the mother in co-operating with the doctor. Long before his visit much can be done to put the child in a proper frame of mind. The doctor should be referred to not as an unpleasant person, but as the child's best friend, who is coming to help make him well. Often the difficulty lies with the nurse. A nurse who tells bogy-man stories about the medical man should not be tolerated. Above all, the child should be taught that he cannot always have his own way. Many a youngster who yells at the approach of the doctor does so not from fear, not from pain, but because he does not want to be bothered. If he yells loud enough he can always have his own way. When the doctor appears, all attention should be paid to the questions. If the baby cries too loud he should be taken into another room. The accuracy of the answers may determine the entire treatment.

§6. HOW THE MOTHER CAN HELP

DURING the examination everything depends on the firmness of the mother. If she feels herself too weak to be of real assistance, she must let some one else hold the baby. Better than this, if she is not in sympathy with the doctor's careful physical examination she should leave the room. The doctor certainly will not hurt the child. Many a baby who works himself into a frenzy while getting his mother's sympathy will become docile as a lamb when she is apparently out of hearing. He knows that as long as his mother is within hearing he has her moral support, but with her out of the way his efforts are in vain. If the mother turns her struggling child over to another person and leaves the room, under no circumstances should she return until the examination is completed, for her return suggests to the child a lack of confidence in the doctor, and makes the examination all the more difficult. Of course, conditions vary with every case. The mother must use her judgment and intelligence. But the baby's welfare depends largely on the results of the history and physical examination. If the mother is wise she will by her own firm attitude do all in her power to educate her child to let the doctor try to help.

MISTAKES IN HOME DOCTORING*

By A. LEVINSON, M.D.

MANY a mother "doctors up" her sick child for days and even weeks in the hope that he will recover without the aid of a physician. The reasons for this are manifold: The mother may be unable or loath to pay the doctor's fee and the additional expense the prescription entails; she may dislike to trouble her physician for "every little thing"; she may want to spare her child the terror of the doctor's coming and the ordeal of his examination.

§2. CORRECT DIAGNOSIS IS IMPORTANT

IF MOTHERS only realized the importance of a correct diagnosis in the successful treatment and ultimate recovery of a sick child, they would not take matters into their own hands as frequently as they do. However, it seems such a simple thing to diagnose a child's treatment from his actions. Who doesn't know that the baby has a little cold when he coughs and sneezes, or that his little stomach is out of order when he vomits? As for constipation or diarrhea, restless sleep or loss of weight, sore throat or painful ears, all the neighbors, all the neighbors' mothers and all the neighbors' grandmothers "know" that the child is just cutting a tooth.

The physician, however, does not find it so easy. When it comes to the question of a diagnosis, with all his skill and all his knowledge of the latest advances in medicine, he is often

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baffled. The mother who values her child's life will find it much safer and, in the long run, much cheaper not to attempt to make the diagnosis of the child's disease herself. When it comes to a decision, the doctor is more likely to discover the seat of the child's trouble than either the mother or her neighbor.

The difficulty in making a diagnosis is usually due to the fact that many of the symptoms the disease presents are misleading in character, particularly when they disclose a condition that is secondary to the primary trouble. For instance, many diseases, especially the infectious diseases of childhood, react on the stomach and intestines and give rise to diarrhea, constipation, or vomiting. This is especially the case in scarlet fever.

Abdominal pain may also be secondary to other diseases. One must be careful before deciding that "belly ache" is mere indigestion. More than one case of pneumonia has been diagnosed as such because of complaint of abdominal pain on the part of the child.

A skin rash may be due to some toxic condition which is not contagious in character. However, even a skilled physician may find it difficult to differentiate between a non-contagious and a contagious rash. More than one "teething rash" has turned out to be a severe scarlet fever or measles.

It is true that most children run up a high fever at the slightest provocation. A high temperature, however, always indicates that something is wrong, and no one but the trained physician after careful examination is in a position to tell just what is the significance of the temperature. Waiting until all home remedies have failed may not only be detrimental to the child's health but may even cost his life.

As a rule, the first thing a mother does when her child gets sick is to give him a physic. Most mothers, however, do not stop at one. They begin with castor oil and if the child's bowels do not move an hour later they run through the whole gamut of time-worn and well-advertised cathartics. It is not unusual to find sick children who have received three and four and even more physics in one day.

§3. MOTHERS APT TO GIVE TOO MANY PHYSICS

Calomel as a physic is a favorite with many. This predilection for calomel can be traced to the custom of the old-time family physician in giving calomel as an initial treatment in every ailment. Recent observations have shown that calomel is not the best physic to give to a child. Indeed it has many disadvantages, as it sometimes produces blood in the stool, a result that has swerved many physicians from the use of calomel in treating infants and children.

The best proof that over-physicking is harmful is evidenced by the fact that the constipation is followed by a severe diarrhea, which makes the child very uncomfortable. Over-physicking not only removes too much water from the child's system, but it often complicates the picture of his illness to such a degree that the physician has difficulty in determining the real cause of the trouble, as after that the child complains principally of abdominal pain and diarrhea.

§4. SHOULD USE CARE WITH ENEMAS

Administration of enemas is another favorite remedy of mothers. No matter how many physics a child gets by mouth, he usually gets an enema in addition. Mothers, who seem to have learned the inadvisability of administering too many physics by mouth, are apt to resort to repeated enemas. This practice is very harmful as repeated enemas irritate the rectum and may produce pressing or tenesmus; indeed more than one baby's rectum and anus may be found bleeding because of repeated irrigation of the bowels.

No objection can be raised to an occasional enema for constipation or for a high temperature. Repeated enemas, however, are harmful and those that are given could well be administered more carefully.

§5. SWABBING THE THROAT

In doctoring up her child, the mother often hits on the throat as the seat of the trouble. In this respect she is often right, as the throat is a very common cause of annoyance. But when, in the attempt to get rid of the trouble, she swabs the throat with iodin, silver nitrate, or Dobell's solution, she is only adding more trouble to what she has at hand.

One of the first conditions for the rational treatment of throat trouble is a clear view of the child's throat. Nature has been kind enough to produce certain signs and symptoms that assist the physician in making his diagnosis. For instance, a membrane in the throat arouses the physician's suspicions in regard to diphtheria, and small patchy exudates over the tonsils usually indicate a follicular tonsillitis. However, after strong solutions are applied either to the tonsils or to the rest of the throat, the characteristic appearance is lost and nature's guide is gone. The physician then finds it almost impossible to

distinguish between the membrane produced by diphtheria and the exudate accompanying tonsillitis.

One of the best and possibly the surest means of making a diagnosis between diphtheria and tonsillitis is the taking of a culture from the throat. This procedure consists in touching the affected portion of the throat with a sterile piece of cotton on a wooden applicator and smearing it on a tin box or the inside of a test tube containing alcohol blood agar, a medium necessary for the growth of diphtheria bacilli. The culture is then incubated and examined under the microscope after twelve or twenty-four hours. If the throat is diphtheritic, diphtheria bacilli will show on the slide made from the culture.

One of the most important admonitions offered in the taking of a throat culture, however, is that no strong chemical be applied previously to the throat. Otherwise, the diphtheria bacilli, even if present, will not be found. Swabbing of the throat, therefore, cannot be urged against too strongly, as it may be the cause of veiling the presence of an emergency condition like diphtheria. Diphtheria, as every one knows, has a specific remedy, antitoxin, which is rendered most effective when given early enough and in large enough doses. The mother, therefore, should never attempt to treat trouble in the throat by swabbing it, without permission from the physician.

§6. GARGLES AND ATOMIZERS

Next to swabbing, as a favorite among mothers' remedies, is the atomizing of the throat. Atomizing a child's throat is not of much benefit at any time; however, if it had good results they would be lost by the harm done in forcing the child's mouth open for the ordeal. No child will of his own accord open his mouth to have his throat sprayed. What usually happens is that some one has to hold the child quiet while the mother forces a few drops of some solution down his throat. Very often the child's gums and teeth bleed as a result of the struggle, or there is danger of injury from the tip of the atomizer. For all these reasons the mother would do well to omit atomizers from the list of home remedies.

Gargling comes under the same category as atomizing. It may be of benefit to adults, but in the case of children, it is rarely worth the effort it entails. The act of gargling is attended with so much difficulty that, like atomizing, little is lost by its omission.

§7. COUGH MEDICINES OFTEN DANGEROUS

Very few mothers can say that they have never given cough medicines to their children. In fact many druggists reap a rich harvest each winter on the faith mothers have in every new cough medicine on the market. Some of the patent remedies for cough, cold, sneezing, sore throat, and running nose are fortunately quite harmless. Many of them, however, are harmful.

Before the government passed measures regulating the sale of opium-containing drugs to the public, it was not unusual to find a child in a stupor brought on by an overdose of cough medicine. Now, however, with the regulation of the sale, the danger is not so great. Yet, mothers must be cautioned against the promiscuous use of cough medicines for children, because many of them contain large doses of opium and other habit-producing drugs.

Infants, even the best of them, have a way of crying more than their parents like. A few—those on the billboards especially—cry for castoria; many more, because of it. The rest cry for a variety of reasons—overfeeding or underfeeding, constipation or diarrhea, cold or fever. They may cry because they are pampered, or because they are in pain.

The use of paregoric or similar remedies to stop a child from crying may produce the quiet intended, but it may produce in addition many other symptoms more dangerous than crying. A child put to sleep frequently on paregoric soon cannot get to sleep without it. The result then is a masking of the real condition that is the cause of the crying, and what is worse the probability of a dangerous addiction to the drug.

After all is said and done, "doctoring up" a sick child may be a money-saving device but it is seldom, if ever, a life-saving one.

PRESCRIBING BY MAIL*

There is a widespread impression that medical treatment can be prescribed by mail on the basis of the description of symptoms and signs by the patient. It is not possible to do this satisfactorily. Symptoms do not make a diagnosis. Oftentimes what appear to the non-medical per-

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son to be the same symptoms and signs in two individuals may be due to quite different causes.

Moreover, the wise physician does not prescribe for a disease, he treats the person afflicted with what is best for that person at that time. This can only be determined in each instance by a thorough knowledge of the previous history and of the symptoms and physical signs present in the patient. Even in the very few diseases for which specific remedies are known (such as quinin for malaria) the dose and the frequency and method of administration must be determined for each separate patient.

Exceptionally, the physician who has been in attendance on a sick person, and is thoroughly familiar with the conditions, may by written or oral message indicate what measures can be adopted to meet temporarily a new development in the case. To attempt, however, to give anything more than the most general medical advice or treatment for any person, except on the basis of a careful personal examination, is to court failure.

HOME NURSING

By Mary E. Carter, R.N.
(With Additions)

There are very few people, no matter what their station in life, who do not find themselves at some time so situated that they would be very glad to know some of the first principles of good nursing. Moreover, there are a great many who find the cost of a trained nurse a heavy tax upon a limited purse. And all would like to be able to judge of the competency of one coming in as a total stranger to take charge of their dear ones.

§2 RECOMMENDATIONS REGARDING THE BED AND ITS FURNISHINGS

The first thing to be considered is the bed. A firm hair mattress should always be used, with a thin blanket or covering of some kind under the lower sheet. After long service all mattresses are inclined to sink in the middle and become very uncomfortable to lie upon for any length of time. A blanket folded lengthwise and placed under the mattress, in the middle of the bed, or two flat pillows, will overcome this difficulty. When there is much fever a hair pillow will be found, though harder, much cooler than a feather one. A number of small pillows of all shapes and sizes, especially during cases of long illness, will prove of the greatest comfort. You can tuck them in odd corners, under the back and shoulders as a help to keep up the knees and thus take all the strain from the back. They form comfortable resting places for injured limbs, and support the weight of the clothes from sensitive parts of the body. Small pillows made of cotton or wool, covered with cheese-cloth or old linen, answer the purpose quite as well as more expensive ones of feathers or down.

It is much wiser to use cotton sheets in sickness instead of linen, unless in summer time, as linen is chilly and uncomfortable to a delicate person.

Three sheets are required in making the bed, also a piece of rubber sheeting to be used under the draw sheet. The rubber sheeting should be about three-quarters of a yard wide and as long as the sheet is wide. Where there is no danger of the patient soiling the mattress, the rubber sheeting may be dispensed with, as it causes unnecessary perspiration, and if it wrinkles under the patient may even lead to bed-sores.

§3. HOW TO ARRANGE THE BED

To arrange a bed for a sick person so that it will be thoroughly comfortable and free from wrinkles, the under sheet must be drawn very smoothly and well tucked in. The sheets should be three yards long and two to three yards wide—two yards wide for a single bed, two and one-half for a three-quarter width, and three yards for a full-size; sheets these sizes can be firmly tucked in. Over the under sheet and across the middle of the bed, lay the rubber sheet, and cover with the draw-sheet, which is a sheet folded to the width of the rubber, and tuck both rubber sheet and draw sheet firmly under sides of the bed. The advantage of the draw-sheet is that it may be changed as often as may be required without disturbing the patient, and it serves also to keep the under sheet clean for a much longer period.

In putting on the upper sheet leave a good margin turned over at the top to cover the blanket. Instead of a heavy white spread, place over the blanket another sheet or a thin cotton counterpane. Three points to be observed about a sick-bed are perfect cleanliness, no crumbs, and no wrinkles.

Where the supply of linen is limited a clean pillow-case can be made to do duty for a double period. Change it at night and hang it out to air until the morning, when it will be fresh for the day. The upper sheet, which is often only crushed—not really soiled, can be straightened, folded, and used for a draw sheet.

§4. THE ADJUSTMENT OF LIGHT IN THE SICK-ROOM

Sunlight is one of the necessities for a sick-room. Even should the windows have to be darkened at the commencement of an illness, as soon as your patient is convalescent plenty of sunshine will be of inestimable value, both mentally and physically. It is a great purifier and healer, and should not be excluded except for especial reasons. If the light is too strong for the eyes, you may tone it by placing a screen between the windows and the bed. If you keep the room dark, or with a "dim religious light," your patient's eyes will be weak and delicate for a long time.

§5. REGULATING HEAT IN THE SICK-ROOM

In very cold weather the sick-room should be kept at an even temperature. Where there is no open fireplace an electric heater or a small gas stove should be on hand in case of emergency to supplant the regular heating system.

A thermometer must hang near the middle of the room, at some distance from both the window and the heater, so as to record the exact temperature. In ordinary cases a temperature of 70° F. is the best, but where there is much fever, as in typhoid or scarlet fever, the room should not be warmer than 65° F.

In the early morning hours, between three and five o'clock, the atmosphere is colder than during any other part of the day, and as the vitality of the body is always lower at that time, care should be taken to have extra blankets on hand for the invalid, and if necessary give a hot drink and apply a hot-water bag to the feet. This is especially to be noted with elderly people and in very serious cases of illness.

§6. VENTILATION

The bed should stand a little out from the wall on all sides for the air to circulate around it. When the weather is very warm the bed should stand in the middle of the room. A screen protects the head from draughts.

More fresh air is needed during sickness than in health. When the body is weak the lungs require more oxygen than when one is well and moving about.

Thorough ventilation may be had in severe weather without exposing the patient to draughts. Two windows facing each other, left open two or three inches at the top, will give a continuous current of air high enough above the bed to prevent a draught immediately upon the patient. When there is but one window in the room it should be open at the top and, if it is not near the bed, at the bottom also once in a while, but never let air blow on the bed's level. Hot air rises, cold air descends; cold air forces the impure air up and out at the window's top. Ventilation may be obtained by raising the window three or four inches from the bottom and placing a piece of strong cardboard or a strip of wood six or eight inches wide over, but an inch away from, the opening. This permits the air to enter gradually in an upward direction. The bed should invariably be protected by a screen. When ventilating is done through an adjoining room, put a screen between the bed and the door.

This last method of ventilating is done by first filling the room with fresh air and allowing it to warm gradually before opening the door into the sick-room.

§7. CHANGING THE AIR

Every morning and evening the window should be opened wide for a few minutes—the number of minutes depending upon the weather. Two minutes in some weather will accomplish as much of a change in the air as twenty will in milder weather. Common sense, and not any particular time limit, should govern the duration of the ventilating period. The patient should be carefully covered with extra blankets before and during the morning and evening airing. Afterwards remove the extra coverings gradually. Never, through your carelessness, let your charge get a chill.

To dissipate an unpleasant odor, take a towel or a newspaper in each hand, and wave them to and fro with the window open. This method is efficacious in summer, as it creates a rapid circulation which freshens and cools the room.

In fever cases it is absolutely important to have a current of fresh air passing through the room all the time; when the temperature is high it is almost impossible for the patient to catch cold. Plenty of fresh air hastens recovery by lowering the temperature.

The invalid, or anyone who is constantly in the

room, cannot judge the temperature or the purity of the air. By entering the room from the open air, or from some other part of the house, the difference in the atmosphere is immediately noticeable.

Even healthy people lose appetite in a close, hot room. By opening the window for a breath of fresh air before meals the patient's appetite can be stimulated.

§8. STRICT CLEANLINESS

PERFECT cleanliness should be the inflexible rule in caring for the patient, the bed, and the room. After the daily bath the hair should be brushed, the teeth and finger-nails cleaned, the bed changed, and all soiled clothing removed. The room should be cleaned as noiselessly as possible and no dust raised.

All furniture that holds dust should be discarded. Never use a feather duster in a sick-room. It does not remove, but merely disseminates, dust.

Allow no soiled clothing to remain in the room any longer than necessary. Remove all evacuations also as quickly as possible. It is well to have somewhere outside a disinfectant—a can of chloride of lime is good. Sprinkle a little in the vessels if they have to stand anywhere before emptying. Use plenty of soap and hot water and ammonia for washing bed-pans and urinals. In fever cases they should be also rinsed off with a disinfectant solution. Never permit these vessels to stand in sight when not in use.

Flowers should not be left over night in the sick-room. The air of the room is purer at night without them and they keep fresh longer if put in a cool place. Flowers can be kept fresh for some time by taking them out of the vases at night and cutting off a little piece of the stem in a slanting direction; then lay them in a paste-board box and sprinkle them—or else pin them up in newspaper and put them outside the window. They should be covered or pinned to exclude the air.

A screen may be had with little delay and no expense by using a clothes-horse and covering it with muslin, cheese-cloth, or simply a sheet pinned securely with safety pins.

Food and drink should not be kept in the room with the patient. If he wants a glass of water near him, there should be a cover for it. One can easily be made by using one end of a large envelope or a small paper bag.

Pillows should be turned often. Never allow them to get hot and packed. They should be shaken in the open air at least twice a day. Avoid jarring patients in doing anything to promote their comfort. Do everything possible away from the bed.

If possible have two sets of pillows, one set airing and sunning while the others are in use. Keep patients fresh and clean if you would hasten convalescence and minimize their suffering.

§9. LIFTING A PATIENT

TO RAISE a sick person while changing the pillows or to draw him up in the bed, let him clasp his arms firmly around your neck, then place one hand well under his back, and lift gently and slowly, while with the other hand you slip out one pillow and put in another.

When a patient is too weak to help himself, get assistance. With one person on each side of the bed, each clasping the other's wrists firmly under the patient's shoulders and back, you can raise or draw him up in bed without any strain or fatigue.

This should be learned by practice with a well person, before undertaking it with an invalid. Then there will be no nervousness on the part of the tyro nurse. And here let it be said that nervous, anxious people should exclude themselves from a sick-room. They do no good and often do serious harm. If very desirous to be of some service, they will find plenty to do outside of the sick-room to help the nurse without ever crossing the threshold.

Never permit your patient to be annoyed by flies or any insects. Keep the screens on doors and windows closed during insect season.

Change of position can be accomplished, when the bed is a double one, by keeping one side for the day and the other for the night. If the patient is too weak to roll over alone, you can draw him over on a sheet. With two small beds side by side the change can be made by putting a large sheet over the two beds and allowing the patient to roll over, or you can draw him over on, and with, the sheet.

§10. CHANGING THE SHEETS

CHANGING sheets, with the patient on the bed, requires practice and should be learned with a well person on the bed until you are expert. Make no experiments with the sick one. Have the clean sheets always well aired and in cold weather warmed. Shut the door and windows while the change is being made.

First change the under sheet. Turn the patient over from you on one side, fold the soiled sheet tightly, in flat folds, close to the patient.

Lay on the clean sheet smoothly, with half of it folded up against the roll of the soiled sheet, then both can be slipped under the body at once. Tuck in the clean sheet on that side of the bed, then cross to the other side, turn the patient back on the opposite side, gently pull out the soiled sheet from underneath. Afterwards draw the folds of the clean one, pull straight, and tuck firmly and neatly. By following this method the under sheet, rubber sheeting, and draw-sheet may all be changed at one time.

To change the upper sheet loosen all the bedclothes at the foot, then spread the clean sheet with blanket on top of the other bedclothes. With one hand hold the clean sheet and blanket up to the neck of your patient, with the other slip down the soiled clothes underneath right over the foot of the bed; tuck in the fresh bedclothes. An expert will do this without uncovering or fatiguing the invalid.

§11. MAKING AND KEEPING THE PATIENT COMFORTABLE

No one should ever sit on the side of the bed or lean against it. No one should walk heavily across the floor of a sick-room or the floor above.

To protect any injured part of the body from the weight of bedclothes without the use of the cradles used in hospitals, two or three barrel hoops will answer the purpose, or a round bandbox large enough to slip the injured limb through. Pillows laid at each side of the bed will keep bedclothes a couple of inches above the sensitive part.

If unprovided with a bed-rest, one may be contrived from a straight-back chair with the legs turned upward on the bed. The long sloping back then forms a support for pillows piled in, one behind another, to the top. Put a small pillow under the knees to prevent the body from slipping down in the bed.

Guard carefully against bed-sores. Some people have very sensitive skins. Even during a short illness continual pressure may cause trouble. The back, elbows, knees, and heels, but especially the back, should be watched closely. The first symptoms of a bed-sore are redness of the skin with a pricking, burning sensation. Bed-sores will be found when the vitality is weakened by fever; indeed, it takes very little in the way of pressure, moisture, or continued dampness, and even wrinkles in the sheets, or crumbs, to produce these dreadful sores. It is far easier to prevent than it is to cure bed-sores. In paralytic cases, and with elderly people, they are most difficult to heal.

To prevent, as far as possible, any appearance of them, bathe the parts daily with warm water and pure soap, then rub briskly with alcohol to harden the skin, and dust on talcum or bismuth powder to remove all moisture. Guard carefully against crumbs, or wrinkles in the under sheet. Persuade the patient to turn in different positions every two or three hours, to avoid long-continued pressure on one spot.

With unconscious patients, greater watchfulness is required. When there are involuntary evacuations, the clothing must be changed immediately and the body thoroughly washed and powdered.

The first symptoms of bed-sores should be watched closely and all pressure removed from the part by a judicious use of air cushions and soft pads made from cheese-cloth filled with cotton.

Should the skin become broken, stop using alcohol and apply a little oxide-of-zinc ointment or balsam of Peru on a piece of gauze. Protect the place with a pad. If it does not heal immediately, seek special treatment from your family doctor.

§12. VISITORS

No one should enter the sick-room straight from the open air on a cold or a wet day; all should wait elsewhere until their clothes lose dampness and become warm.

No matter how acceptable the visitor may be, it is necessary to guard against tiring the patient. Under no circumstances permit two people to sit, one on each side of the bed, and converse across the invalid. Visitors should occupy chairs so placed that the sick one can look at them without any effort. They should leave *before* tiring the patient.

§13. DISINFECTING THE SICK-ROOM

After a contagious illness, clean the room thoroughly. Scrub the floor, woodwork, and furniture with soap and hot water. Wipe the walls with cloths wrung from a 1-1000 bichloride solution and leave the windows wide open. If the illness is scarlet fever, diphtheria, or smallpox, repapering and painting are desirable. Destroy toys and books; boil in soapsuds all washable bedding; send mattress and unwashable bedding to a steam disinfecting place if possible, or expose to sunlight for two or three days and beat thoroughly in the open air.

If the bathroom or any other room has been used by the nurse, it should be cleaned in the same way.

USE OF ENEMAS AND SUPPOSITORIES*

By A. Levinson, M.D.

It would be wise for mothers to learn a few points concerning the proper method of administering enemas. The hard rubber nozzle that is usually purchased in connection with the regular enema outfit has many disadvantages. As a rule, it is too wide and too hard, and it often becomes detached from the rubber tube. Every children's physician has encountered more than one emergency occasioned by the hard rubber nozzle becoming lodged within the rectum during the process of administration of an enema. In a recent case the physician in attendance had great difficulty in removing the nozzle from the rectum and the child's rectum was severely lacerated as a result. All this can be obviated by the use of a small, thin rubber catheter, Nos. 12 to 14 French, to be attached to the hard rubber nozzle of a large enema bag. The catheter can be introduced easily into the child's rectum, if the tip is well oiled; there is no danger of a catheter straying within the rectum.

Another mistake mothers usually make in administering an enema is that they hold the enema bag too high and thereby produce a flow under high pressure. This is irritating to the child and may become very painful. Under low pressure one is able to introduce the proper amount of water or oil without discomfort.

Suppositories usually do not cleanse the rectum as well as enemas, but they are quite helpful in starting a bowel movement in children. It is important that the suppository, whether it is made of soap, glycerine, or wheat gluten, be dipped in an emollient, such as oil or vaseline, before being introduced into the rectum; also that it be introduced very slowly and retained in the rectum by means of a diaper or a piece of cotton until it has melted.

POULTICES AND THE LIKE

By Harry Roberts, M.D.

§1. LINSEED MEAL POULTICE

Linseed meal poultices should be made quickly, and therefore all the materials and appliances required should be got together before the process is begun. There will be required a kettle of boiling water, a basin in which the poultice is to be mixed, a spoon for stirring it, a piece of soft cotton or linen about two inches longer and wider than the size of the poultice required, and linseed meal. Some boiling water being placed in the basin, the linseed meal is to be steadily dropped from the hand into the water, the mixture being continually stirred the while. Meal is to be added until the mixture is of the consistency of thick paste. This is at once to be spread on the piece of linen, the surface smoothed by means of the spoon dipped into hot water, and the edges of the linen folded in over it about half an inch on all sides. The poultice should be, in the case of a child, about half an inch in thickness, except when placed on the chest, in which case it should not be thicker than a quarter of an inch. The linseed meal employed is either in the form of powder obtained by grinding oil cakes or it may be what is known as crushed linseed. The latter, if it can be obtained quite fresh, is the better, as it is softer and more oily, but it does not keep so well, and soon turns rancid. In order to retain the warmth as long as possible, it is well to cover the poultice with a piece of waterproof material, such as oiled silk, and outside this to arrange a layer of wadding or cotton-wool.

§2. BREAD AND STARCH POULTICES

Bread poultices are employed for much the same purposes as linseed poultices, but they are usually used only when a small poultice is required. Boiling water is placed in a basin and powdered stale bread-crumbs stirred into it. The basin should then be stood in another large basin of boiling water for about five minutes. The bread is then to be spread after the manner of a linseed poultice.

Starch Poultice.—Mix some powdered starch with cold water and then boil it for a few minutes, stirring the while, until it forms a thickish paste. Like the two previous poultices, it should then be spread upon linen, and applied directly to the skin. In all cases the heat of a poultice should be tested against the nurse's face before

*Reprinted from *Hygeia* by permission.

being applied to the patient, as serious burns are sometimes produced through neglect of this precaution.

§3. MUSTARD POULTICE

Mustard poultices are sometimes employed to set up irritation on the surface of the body with a view to relieving congestion of deeper parts. Various internal inflammations and pains are certainly much relieved in this way. A mustard poultice may be made in either of two ways. In any case it consists of a linseed poultice in which a certain amount of mustard has been incorporated. One way is to make a linseed poultice as already described, and then to add the mustard and thoroughly stir it in. Another way is to mix the mustard first with a little cold water, and then to add the boiling water, adding the linseed meal to this as in making an ordinary linseed poultice. The proportion of mustard to linseed meal must vary with the age of the patient. In the case of adults, one part of mustard may be mixed with three parts of linseed meal, but in the case of babies, one part of mustard to five parts of linseed meal is quite strong enough. As a rule a mustard poultice should not be kept on for more than an hour or so.

Mustard Plaster.—Mustard plasters are much more active in their effect than mustard poultices. They are made by mixing mustard as for the table, and then spreading it to the thickness of the tenth of an inch either on clean gauze or thin, soft linen, the edges of which should be turned in to prevent the escape of the mustard at the sides. Mustard plasters as a rule should not be kept on for longer than fifteen minutes, and it is not commonly desirable that more than a small portion of the surface should be treated at one time. A plaster larger than four or five inches square should seldom be employed.

§4. FOMENTATIONS, AND HOW TO APPLY THEM

Various forms of inflammation need the application of hot fomentations. The simplest way of preparing fomentations is to take a piece of boracic lint or flannel, fold it so that it is four thicknesses, the size of the folded piece being that of the surface which is to be covered, and lay it in the center of a clean towel. Let this towel lie across an empty basin, pour boiling water over it, and then twist the towel so as to squeeze most of the water out of the lint. The towel should then be opened and the hot lint directly applied to the patient's skin. It should be at once covered with a piece of oiled silk, and over this should be laid a thick layer of cotton-wool or wadding, the whole being kept in place by a bandage. Fomentations need to be replaced about every half-hour, as they quickly lose their heat.

§5. TO MAKE TURPENTINE APPLICATIONS

A piece of flannel is taken of such a size that when folded four thick it will cover the desired surface. This folded flannel is then placed in the center of a towel, which is to be laid across a basin, boiling water is then to be poured over the flannel, and the two ends of the towel are to be twisted in opposite directions so as to squeeze out most of the water from the flannel. A little turpentine—about half a teaspoonful to the square foot—is then evenly sprinkled over the surface of the four-fold flannel, and this is at once applied to the skin. It should not remain on for more than about an hour. The action is very similar to that of a mustard poultice or plaster.

§6. TO APPLY DRY HEAT

In certain forms of inflammation, as well as in certain cases accompanied with pain, the application of dry heat is indicated. This is also sometimes required in cases of chill or shock. Various methods are employed. A hot-water bottle, surrounded by flannel, or a brick treated in the same way, is perhaps the simplest of these methods; but for special purposes, small bags filled with salt or sand previously heated in an oven are more convenient. In these cases, as in the case of poultices, the heat should be tested against the nurse's cheek before application to the patient.

§7. TO APPLY COLD

In the treatment of pneumonia and various other diseases it is sometimes necessary to apply cold to the surface of the body, either to relieve pain, to modify the inflammatory process, or to lower the general body temperature. In some cases this is best effected by plunging the patient into a tepid bath, but this should never be done except by the direction of the doctor, the exact temperature named by him being strictly observed. Another method is to sponge the chest or the entire surface of the body with cold or tepid water. In this case, a waterproof sheet covered by a blanket should be arranged on the bed under the patient. The patient should be covered with another blanket, and this should not be removed until everything is ready for the sponging. It is gen-

erally as well to leave the patient undried for about a couple of minutes, so as to allow the temperature to be still further lowered by the evaporation of the water from the surface of the body. Instead of cold sponging, another possible method is to arrange the waterproof sheet and blanket as before and then, lifting off the top blanket, to wrap the patient entirely in a sheet which has just been wrung out in cold water. The top blanket is then again placed over the patient. The sheet may be changed in five minutes, and the process may be repeated as often as the doctor thinks necessary. Finally, the patient should be thoroughly dried, and the bed remade.

Cloths wrung out of cold water may be applied to any part of the body without dealing with the whole surface, in the manner above described. These cloths may be changed as fast as they begin to get warm. A greater degree of cold can be produced by the application of water-proof bags containing broken ice. Special rubber bags adapted to application to various parts of the body can be obtained for this purpose. The ice is best kept in a large block until required for use, and the vessel containing it should be surrounded by thick layers of flannel or wadding, in order to protect it from outside heat. The lumps are best broken up with the aid of a very fine brad-awl and a hammer. If these articles are not at hand a strong needle will answer perfectly well.

THE COMMON COMMUNICABLE DISEASES OF CHILDHOOD

By Ella Oppenheimer, M.D.

A certain group of diseases especially common in early childhood are often called children's diseases. The so-called infectious diseases include "acute eruptive fevers" (scarlet fever, measles, German measles, chicken pox, smallpox), whooping cough, mumps, diphtheria, infantile paralysis, and cerebrospinal meningitis. These diseases as well as all contagious diseases are spread from person to person, largely by direct contact or contact with the excretions or secretions from the person suffering with the disease. This means that contagious disease is carried because some one was ignorant or careless enough not to prevent its spread.

The younger the baby, the more serious is the disease apt to be; therefore every effort should be made to keep a baby from getting any of these diseases. Any child suffering with a contagious disease should be kept on his own premises, or at least away from other children, as long as there is any possibility of his giving the disease. In most States this quarantine or isolation of disease is compulsory by law for at least those diseases considered most dangerous. Children may have a second attack of any one of these diseases, but this is rare and not the rule. It is wise to employ a physician even in mild cases.

Every effort should be made to prevent infection and spread to other members of the household, especially other children. Parents must realize that they have a responsibility to the community as well as to the patient.

A tabulation of the most important facts concerning these diseases is given in the accompanying chart prepared by the New York State Board of Health. Write your own state board of health for a copy of a similar table for your state.

NEW YORK STATE DE

MATTHIAS NICOLL, JR., M.D.
Commissioner

COMMUNICABLE DISEA

RULES FOR EXCLU

Disease	Common Early Signs and Symptoms	Method of Infection	1 Patient
CHICKENPOX	Rarely begins with fever. Rash appears on second day as small pimples, which in about a day become filled with clear fluid. This fluid becomes yellow colored, a crust forms and the scab falls off in about 14 days. Successive crops appear until tenth day and at height of disease papules, vesicles and scabs appear upon the same skin area	Contact with discharges from nose and throat of a patient	Until all scabs are shed and disinfection of person; at least 12 days from onset
DIPHTHERIA	Onset may be rapid or gradual. The back of the throat, tonsils, or palate may show patches. The most pronounced symptom is sore throat. May simulate simple tonsilitis. In nasal cases bloody discharge from the nose often occurs. Croup or difficult breathing occurs in laryngeal cases, but there may be no patches in the throat Children may be made immune against diphtheria by toxin-antitoxin. Ask the medical inspector or the health officer for further information about it	Contact with discharges from nose and throat. Milk may convey infection. Often spread through mild, unrecognized cases, or by persons harboring the germs of the disease, though giving no evidence of having had an attack of diphtheria (carriers)	Until recovery and two successive cultures from throat and nose at least 24 hours apart contain no diphtheria bacilli; cultures not to be taken until 9 days from date of onset
EPIDEMIC CEREBRO-SPINAL MENINGITIS	Onset gradual or abrupt, with fever, headache and stiffness of neck	Contact with discharges from nose and mouth of a patient or carrier	Until two weeks after temperature has become normal, *or* until 3 successive cultures from nasopharynx at intervals of not less than 5 days are negative
MEASLES	Begins with fever followed by symptoms like cold in the head, with running nose, sneezing, inflamed and watery eyes and fever. Mulberry-tinted spots appear about the third day; rash first seen behind the ears, on forehead and face. The rash varies with heat; may almost disappear if the air is cold, and come out again with warmth	Contact with discharges from nose and mouth of a patient, especially in the early days of the disease before the rash appears	Until recovery and disinfection of person; *at least 7 days from onset*
MEASLES (GERMAN)	Illness usually slight. Onset sudden. Lymph nodes in back of neck enlarged. Rash often first thing noticed. Cold in head not a prominent symptom. May have fever, sore throat, and the eyes may be inflamed. Rash variable; may resemble measles or scarlet fever, or both	Contact with discharges from nose and mouth of a patient	Until recovery and disinfection of person; at least 7 days from onset

SES AMONG CHILDREN
SION FROM SCHOOL

Courtesy of the
Division of Communicable Diseases

Exclusion from School * *					
2 Other Children of Same Household				3	
If patient remains isolated at home		If patient goes to hospital or children leave home when disease is discovered		Other children especially exposed ("contacts")	Remarks
Non-immunes	*Immunes	Non-immunes	Immunes		
Yes Until termination of quarantine	No	Subject to local regulations	No	Subject to local regulations	A mild disease and seldom any after effects. Important because of possible confusion with smallpox
Yes Until termination of quarantine or removal from quarantined premises and until 2 successive cultures from the throat and nose at least 24 hours apart show no diphtheria bacilli	Yes Until termination of quarantine or removal from quarantined premises and until a culture from the throat and nose contains no diphtheria bacilli	Yes Until 2 successive cultures from throat and nose, taken after removal and at least 24 hours apart show no diphtheria bacilli	Yes Until a culture from throat and nose, taken after removal, is negative	Until 2 successive cultures from throat and nose, at least 24 hours apart, are negative	Very dangerous, both during attack and from after effects. When diphtheria occurs in a school all children suffering from sore throat should be excluded and the health officer notified. The medical school inspector or health officer should take cultures from intimate contacts. If a second case occurs in the same room, cultures should be taken from all in room. There is great variation of type and mild cases are often not recognized, but are as infectious as severe cases. Cases regarded as ordinary "sore throat" often start epidemics. Tonsolitis cases must have a certificate before returning to school
Yes 1 week from termination of quarantine	Yes 1 week from termination of quarantine or upon removal from quarantined premises	Yes 1 week from date of removal	Yes 1 week from date of removal	Yes For 2 weeks from date ofexposure *or* until a negative culture has been secured	Infection apparently conveyed chiefly by carriers, hence necessity of excluding those who have been in close contact with patient. *Cultures require special apparatus and technique*
Yes Until termination of quarantine and at least 14 days from date of complete isolation of patient	No	Yes 14 days from date of removal	No	If non-immune, exclude from school from 7th day after first exposure to 14th day after *last* exposure	After effects often severe. Period of greatest risk of infectivity three days before the rash appears. Great variation in type of disease. Especially dangerous in children under 2 years of age. During an outbreak all children having a temperature over 99° F. should be sent home and the health officer notified
Yes Until termination of quarantine	No	Subject to local regulations	No	Subject to local regulations	After effects slight. Regulation strict, because frequently confused with scarlet fever

CHART OF COMMUNICABLE DISE

MUMPS	Onset may be sudden, beginning with fever and pain about the angle of the jaw. The parotid glands become swollen and tender. Opening the mouth is accompanied by pain	Contact with discharges from nose and mouth of a patient	Two weeks after onset and one week after disappearance of swelling and after disinfection of person
POLIOMYELITIS (INFANTILE PARALYSIS)	Onset sudden, fever, dull pain on bending neck forward, pain on being handled, headache, vomiting. Sometimes sudden development of weakness of one or more muscle groups.	Apparently contact with discharge from nose, throat or bowels of a patient or carrier	Until patient is recovered and disinfection of person; at least 21 days from date of onset
SCARLET FEVER	Onset usually sudden, with headache, fever, sore throat, and often vomiting. Usually within twenty-four hours the rash appears as fine, evenly diffused, and bright red dots under skin. The rash is seen first on the neck and upper part of chest, and lasts 24 hours to ten days, when it fades and the skin peels in scales, flakes, or even large pieces. May have sore throat without rash (so-called "scarlatina sore throat)"	Contact with discharges from nose and mouth, suppurating glands or ears of a patient. Milk may convey infection. Often spread through mild, unrecognized cases	At least 30 days from onset and until discharges have ceased and disinfection of person
SMALLPOX	Onset sudden usually with fever and severe backache. About third day upon subsidence of constitutional symptoms there develop red shot-like pimples, felt below the skin, and seen first about the face and wrists and most on exposed surfaces. They form little blisters and after two days more become filled with yellowish matter. Scabs form which begin to fall off about the fourteenth day	Contact with discharges from nose and mouth, and contents of pustules	Recovery and disinfection of person; at least 14 days from onset
SEPTIC SORE THROAT	Begins with sore throat and weakness. Throat diffusely reddened and may show patches like diphtheria	Discharges from nose and mouth of a patient Infection most often disseminated through milk	Until 5 days after disappearance of symptoms
WHOOPING COUGH	Begins with cough which is worse at night. Symptoms may at first be very mild. Characteristic "whooping" develops in about 2 weeks, and the spasm of coughing sometimes ends with vomiting	Discharges from nose and mouth of a patient	Eight weeks from onset or until 1 week after last characteristic cough

* Immunes are those who have had the disease, or, in smallpox, have been successfully vaccinated, or in diphther

** The above rules for exclusion from school were adopted by the State Commissioner of Education after consul

DISINFECTION: The cleansing and disinfection of the person includes washing the entire body and the hair with clothing (or a change of underwear and a thorough shaking and brushing of the outer garments out of doors before they are

NOTE WELL: Pupils returning to school after an attack of any of the above diseases or after an attack of *tonsilitis*, the certificate must be countersigned by either the health officer or the school medical inspector. (See Section 575 of the Ed

ASES AMONG CHILDREN—CONTINUED

Yes Until termination of quarantine	No	Subject to local regulations	No	Subject to local regulations	Very infectious. Inflammation of genital organs of male or female may occur
Yes Until 14 days after quarantine has been raised	Yes 1 week from termination of quarantine or removal from quarantined premises	Yes 14 days from date of removal	Yes 1 week from date of removal	If nonimmune 14 days from date of last exposure	Disease is most communicable in the early stages. After effect usually paralysis of certain muscle groups, transitory or permanent. Death is due usually to paralysis of respiratory muscles
Yes Until seven days after quarantine has been raised	Yes Until termination of quarantine or removal from quarantined premises	Yes Seven days from date of removal	Yes Seven days from date of removal	If non-immune until 7th day from date of last exposure	Dangerous both during attack and from after effects. Great variation in type of disease. Slight attacks are as infectious as severe ones. Many mild cases not diagnosed and many concealed. A second attack is rare. When scarlet fever occurs in a school, all cases of sore throat should be sent home and health officer notified. Most fatal in children under ten years
Yes Until 20 days after quarantine has been raised *or* 7 days after successful vaccination and after disinfection of person, if removed from quarantined premises	Yes Until termination of quarantine or removal from quarantined premises	Yes Until 21st day after removal, or 7 days after successful vaccination and after disinfection of person	No	Exclude 20 days unless successfully vaccinated within 5 years in which case may return at once	Particularly infectious. When smallpox occurs in connection with a school all exposed persons who have not been successfully vaccinated within 5 years must be vaccinated or quarantined for a period of 20 days. Cases of modified smallpox may be, and often are so slight as to escape detection. Existence of disease may be concealed. A severe type of infection may result from exposure to a mild case*
Yes Until termination of quarantine or removal from quarantined premises	No	No	No	No	Often leads to serious results, affections of glands, heart, kidneys, etc. Very apt to occur in epidemics due to milk contaminated by a patient suffering from the disease
Yes Until termination of quarantine and 14 days from date of complete isolation of patient. Extend if cough develops	No	Yes Until 14 days after removal. Extend period if cough develops	No	If non-immune 14 days from date of last exposure. Extend period if cough develops	After effects often very severe and disease causes great debility. Relapses are apt to occur. Second attack rare. Specially infectious for first week or two. If a child vomits after a paroxysm of coughing, it is probably suffering from whooping cough. Great variation in type of disease. Often fatal in young children, and the weak and aged

ia have had a negative Schick test.
tation with the State Commissioner of Health.
soap and water; thorough brushing of the teeth; rinsing the mouth and gargling the throat; and, finally, a complete change of put on again).
scabies or *trachoma*, must present a certificate from the attending physician. With the exception of these last three diseases, ucation Law and Regulation 26 of the Sanitary Code.)

THE IMPORTANCE OF QUARANTINE

"Who keeps infectious disease going?" asks Dr. Hilbert W. Hill. And this is his startling answer: *"Women* in general, and chiefly the mother. Mothers propagate and keep alive and spread the infectious disease of children more than any one other body of people.

"For the first 5000 days of the years of the life of each generation, the race is fed, dressed, undressed, washed, combed, cuddled, kissed, praised, blamed, led, driven, coaxed, taught, spanked, bossed, and otherwise 'brought up' by women. It is chiefly during this time of tutelage and supervision by women that children receive their infections; it is during this time that the race runs its gauntlet, dances its little dance with death." It is women, he says, who "must learn 'the rules of the game,' and follow them, for no amount of coaching from the sidelines can do more than help."

§2. CHILDREN DO NOT "HAVE TO HAVE CHILDREN'S DISEASES"

The apparent inability to avoid contagious diseases has led to the assumption that the children must have them, and sometimes to the intentional exposure of the children, on the theory that the sooner the illness is over the better. If we would but count the child-deaths and the number of children who carry through life an affliction or a weakness left by the measles, the mumps, or the whooping-cough, we would think twice before exposing the child to any of them. Hardly one leaves the child as healthy as it was before; and weak hearts, weak eyes, sometimes even weak minds may be counted up against them. Though it seems almost impossible to avoid them, the mother should not carelessly expose a child to infectious children's diseases any more than she would to the smallpox!

The time will come when these diseases will be treated as is smallpox and they will then be as rare in their visitations. Nearly all cities now quarantine against them, and mothers should do all that is possible to aid in this direction and promptly report all cases, even very mild ones, in their homes.

The placard which the local board of health puts on a house where there is a contagious disease is not a sign that the occupants are in disgrace—it is a warning which translated means "Do not trespass under penalty of the law of health," and indicates that the citizens of that town believe they have duties toward their neighbors.

§3. WHAT IS REAL QUARANTINE?

Modern quarantine consists in isolating infected persons until the germs from which they are suffering leave their bodies.

It does not consist in closing the schools and leaving a lot of infected children to play together on the streets. It does not consist in the formal or partial conformity to local ordinances, which may be unjust and ignorant. It is not a temporary arrangement during a "scare," which ends as soon as business suffers. Neither is it a matter of bringing everybody to general good health or keeping everybody reasonably clean. The problem of entirely preventing contagious diseases in this country is not the problem of watching 100,000,000 people, but is the simpler one of seeing that only the 200,000 who are sources of infection be isolated from the others.

Your share and my share in quaranitne is conscientiously to isolate the infected person or persons in our own households until the germs from which they are suffering have left their bodies, and in co-operating with the health authorities to see that other households do the same.

§4. COMMON MISAPPREHENSIONS ABOUT DISEASE

The carelessness of even good mothers regarding quarantine is often due to certain very common misapprehensions.

One of these is that "dirt breeds disease," and hence only dirty people are likely to have disease. The inference is that our own children will be exempt. As a matter of fact dirty people are no more subject to contagious diseases than clean. What spreads such disease is one specific "dirt" (the discharges of the patient) and the dirtiest people, who guard against this specific infection, will escape, remaining as dirty as they please in other ways.

Another mistake is, supposing that good health prevents disease. The inference again is that our own children, if healthy, will escape. As a matter of fact, in the case of contagious diseases, measles, for example, almost invariably *every*

child, whether strong or weak, who has not had it before, will have it if exposed to it.

A foolish idea is that mild attacks of infectious diseases are less infectious than severe ones. True, during some seasons scarlet fever may, in a given neighborhood, be showing itself generally in "a mild type," but if your child should die, after having been infected by a mild case (for he is as likely to as if infected from a very sick child), would the good fortune of other homes be of much comfort to you? If your own child is but mildly ill, ought you not to be just as conscientious as if he were sorely stricken?

§5. COMMON NEGLECTS IN HOME QUARANTINE

With the best will in the world, some mothers who have, as they suppose, quarantined a child permit contacts which neutralize all the protections that they have sought for.

Some of these neglects are as follows:

1. Letting the father or the other children into the sickroom.
2. Kissing the sick child and then kissing the other children.
3. Letting a neighbor into the room while she does an errand.
4. Letting the mouth-spray of the sick child fall upon articles that are removed from sickroom.
5. Associating with the rest of the family after leaving the sickroom without changing her clothes or washing her hands.
6. Allowing the convalescent child to wander about the house before the quarantine is lifted.

§6. RIGOROUS HOME QUARANTINE SHOULD BE ESTABLISHED

Every mother can help to bring about better standards as well as to safeguard her own, by establishing a rigorous quarantine in her own home. At the first indication of illness, even in the mildest form, loss of appetite, headache, or fever, the afflicted child should be separated from the other children of the household, and so kept until the disease, if any, develops. Usually the arrangement of the household will admit of such a child being put into a separate room, and the other children should be given to understand that absolute separation is necessary both for themselves and for the child who is ill. If this separation is made at the first indication of any illness, there is no reason why the other children in the household, unless they have been previously exposed to the disease, should suffer from it, and even the most contagious disease may be cared for and the isolated and unaffected children remain at home without contracting it.

§7. HOW TO PREVENT CONTAGION

Mary L. Read, in "The Mothercraft Manual," outlines the following rules to prevent contagion:

(1) Avoid exposing the child to any one who has a contagious disease.

(2) Do not take young children (under seven, at least) into crowds, busy streets, city dust, or street cars.

(3) Household employees, especially child's nurse, cook, kitchen employee, or laundress, should be selected with regard to their health; a thorough health examination for the child's caretaker, unless personally well known or professionally trained, is the only safeguard.

(4) No one with a cold, sore throat, or other symptoms of contagious disease, should be kept with a young child or prepare his food.

(5) Keep special handkerchiefs for each child and never use any one else's for him.

(6) Teach scrupulous individual use of cups, spoons, forks, wash-clothes, towels, handkerchiefs, whistles, and not to use wash-basin for brushing teeth.

(7) Avoid pacifiers; wipe toys daily.

(8) Clean the child's finger nails daily, and always wash his hands before eating.

(9) Attendant should always wash hands before preparing food, giving medicine, caring for eyes, nose, mouth, or wounds; and after care of diapers, toilet, wounds.

(10) Milk and water supply should be carefully guarded; unless assured pure, milk must be pasteurized, water boiled.

AGAINST WHAT SHOULD WE BE VACCINATED?*

Many centuries before the birth of scientific medicine man began inoculation with smallpox in order that he might experience a mild attack, which he had observed gave effectual protection against the severe and often fatal form of the disease. There were disadvantages in this procedure, though it did give one an opportunity to select a more convenient time and place for having the disease.

Jenner established the fact that inoculation with

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cowpox virus gives effective protection and is much safer. This, the first field of preventive vaccine, remains the most important.

Vaccination against smallpox is firmly established and is one of the greatest contributions to human welfare, but it has its limitations. The protection remains practically perfect for only about three years; though a smaller degree of protection remains for a good many years longer —just how many years varies in individual cases. Usually, two vaccinations with an interval of several years gives life-long immunity against any ordinary exposure. A good rule is vaccination at six months, at six years, and again when smallpox is likely to be encountered.

§2. THE PURITY OF MODERN VACCINE

Practically all the vaccine virus made in the United States is made subject to the inspection and tests of the U. S. Public Health Service. No article served on the most fastidious table is prepared with greater care. The calves which are used in the propagation are quarantined separate from all other animals for at least a week before, and are inspected daily to see that they harbor no disease; a special test is made against tuberculosis.

The animals, which pass these filters, come for vaccination with a skin cleaner than that of the best human arms presented to the physician for this purpose. After vaccination, the calves remain in stalls kept more nearly spotless than those of the finest dairy. The vaccine is removed from the animals and prepared for use with a cleanliness equal to, or greater than, that of the surgical operating room. The filling of the small capillary tubes is required to be done in sterilized mechanical apparatus so that the human hand cannot come in contact with the vaccine. The calf is killed and carefully examined to make sure again that there was no lurking disease which escaped observation while alive.

Besides the general bacteriologic tests of the vaccine for purity, special tests are also made to eliminate the few diseases of cattle which man occasionally contracts. As an added precaution, directions as to the method of vaccinating and the care of the vaccination are usually enclosed in the package, which if followed will insure the greatest amount of protection with the least possible inconvenience.

When Jenner made his startling discovery of vaccination practically nothing was known of germs and the harm which they can cause, but from that time, as science has advanced, so have the preparation of vaccine and the practice of vaccination advanced. To-day no methods nor precautions are omitted in the manufacture of this weapon of preventive medicine which, in the light of our present knowledge, could safeguard the product.

§3. OTHER USEFUL INOCULATIONS

Perhaps next in order of importance is inoculation against diphtheria, a development of recent years and a measure with great life-saving possibilities in a limited field—a field limited to young children because fatal diphtheria is not common after the age of ten.

But susceptible children (and susceptibility is readily determined by an appropriate test) should be given the preventive agent which is known as toxin-antitoxin mixture, a combination of the poison generated by the diphtheria germ and the antitoxin which neutralizes the poison. The evidence all indicates that by this means diphtheria, as a cause of sickness and death, can be reduced to negligible proportions. As the immunity is but slowly developed, this is not a procedure to be employed after exposure to the disease.

Vaccination against typhoid fever has proved successful under military conditions, and unquestionably is very effective in preventing the disease under all conditions, but, ordinarily, there are other and better means of reducing typhoid in communities.

Certain other forms of preventive inoculation are available in emergencies; for example, the man who has suffered a wound which is soiled with earth or manure should have tetanus antitoxin; the susceptible child exposed to diphtheria should be given diphtheria antitoxin; and any person bitten by a rabid animal should have the Pasteur treatment.

Beyond these tried and proved agents for preventive inoculations, there are a number which are of uncertain value, notably the vaccines for the prevention of colds and pneumonias; these cannot be said to be on a basis secure enough to warrant general use.

It should be understood that all that has been said concerns the use of these agents on well persons; they have no bearing on the treatment of disease, where problems arise which in every case the physician must decide for his patients.

WHAT SHALL I SERVE MY PATIENT?

By Ruth Yerkes

Assistant Dietitian, Bellevue Hospital, New York City, in Charge of Diet Kitchen

Before using a list, always show it to the physician in charge of the case, and then write in the additions he suggests and check the items he thinks should be omitted to fit the needs of the patient. Complications or special conditions may make changes necessary.

§1. LIQUID DIET

Apple Water
- plain
- flavored with a pinch of cinnamon

Barley Water
Beef Juice
Beef-tea
Blackberry Water
Blackcap Water
Buttermilk
Chicken Broth
Cinnamon Water
Clam Broth
Clam Juice
Coffee
Cranberry Jelly Water
Currant Jelly Water
Currant Water
Egg, white of, beaten up with Lemon Juice
Fig Water
Fruit Jelly
Gelatine
Grape Juice
Gruel
- Barley
- Cornmeal
- Farina
- Graham Flour
- Oatmeal
- Rice
- Wheatina
- White Flour

Ice Cream
Irish Moss Jelly
Kumyss
Lemonade
Limeade
Malted Milk
Milk
Milk and Seltzer Water
Milk and Ice Cream beaten and flavored
Mutton Broth
Orange Juice
Orangeade
Oyster Broth
Peach Water
Pear Water
Pineapple Water
Plum Jelly Water
Plum Water
Raisin Water
Raspberry Water
Rhubarb Water
Strawberry Water
Tea
Toast Water
Vichy
Water Ices
Whey
- Lemon
- Vinegar
- Wine

§2. SOFT DIET

All the items listed under "Liquid Diet," to which may be added the following:

Arrow-root Pudding
Asparagus Soup, cream of
Beef Broth with a Poached Egg
Cereal (see Breakfast List)
Chicken Soup, cream of
Chocolate
Cocoa
Corn Soup, cream of
Cornstarch Pudding
Cream (may be partially whipped)
Custard
- baked
- boiled

Eggs
- beaten with milk (egg-nog)
- poached

Gruel
- Barley
- Cornmeal
- Farina
- Graham Flour
- Oatmeal
- Rice
- Wheatina
- White Flour

Junket
Oyster Soup, cream of
Potato Soup, cream of
Soda Crackers dissolved in boiling water and served with sugar and cream
String Bean Soup, cream of
Tapioca Pudding
Toast
- cream
- milk
- water
- with broth

§3. SEMI-SOLID DIET OR CONVALESCENT DIET

All the items listed under "Soft Diet," to which may be added the following:

Bread and butter
Chicken
- broiled
- fricasseed
- stewed

Chops, Lamb
- broiled

Clams
- raw

Crackers and butter
Eggs
- baked
- boiled
- omelet
- poached
- scrambled

Fish
- baked
- boiled
- broiled
- creamed

Fruit
- seasonal fresh
- stewed
- baked

Oysters
- raw
- stewed

Potatoes
- baked
- boiled
- creamed
- mashed

Squab
- broiled

Steak, Tenderloin
- broiled

Vegetables, Fresh Green

§4. ANÆMIA

Eat

Bread
- Brown
- Corn
- Graham
- Rye
- Whole-wheat

Butter
Cereals
- Cream of wheat
- Oatmeal (occasionally)

Cocoa
Coffee (very little)
Cream
Custard
Egg-nog
Eggs
- raw
- baked
- boiled
- poached

Fruit Juices
Fruits, Fresh
Junket
Macaroni
Meats
- Beef Juice
- Broiled steak
- Roast beef
- Mutton

Milk
Olive Oil
Potatoes
- baked

Poultry
- Chicken

Prunes
Rice
Rice Pudding
Soups, Cream
Spaghetti
Sweetbreads
Tripe, Stewed
Tea (weak)
Vegetables
- All kinds grown above the ground.

Avoid

Breads
- hot
- fresh

Cabbage
Cakes
Candy
Fish
- Salt
- Dark-fleshed
- Shell-fish
- Oily

Lemons
Meats
- Pork
- Veal
- Corned Beef
- Warmed-over

Milk, Skimmed
Parsnips
Pickles
Pies
Poultry
- Goose

Puddings
Rhubarb
Turnips

§5. ANGINA PECTORIS

Eat

Apples
- baked
- raw

Asparagus Tips
Bread, White (dry or stale)
Cauliflower (young)
Cereals, well-cooked, with cream
Chicken
- broiled

Eggs
Fish, White-Meated
- broiled

Fruit Juices
Fruits, Fresh
Oysters (slightly cooked)
- broiled
- stewed
- in soup
- baked

Potatoes
Prunes
Rice
Soups, Cream
Spinach
Summer Squash
Water-cress

Avoid

Breads
- fresh
- hot

Cabbage
Cakes
Fish
- except as listed above

Meats
- All kinds, especially
- Rare beef
- Pork
- Rabbit
- Veal

Parsnips
Pastry
Pickles
Poultry
- Duck
- Goose
- Turkey

Sweets
Turnips

§6. BILIOUSNESS

Eat

Apples
Asparagus
Beans, green
Blackberry Vinegar
Broths
- Clam
- Oyster

Buttermilk
Celery
Cocoanut Milk
Coffee (black, a little before breakfast)
Cucumbers
- baked
- stewed

Custard
Dandelions
Eggs
- baked
- poached
- soft boiled

Figs
Fruit Juices
Grapefruit
Grapes
Junket
Kohl-rabi
Lemonade
Meat
- Beef, broiled or roasted
- Mutton, broiled or roasted
- Sweetbreads
- Tripe

Milk and Vichy
Oranges
Peas, green
Poultry
- Chicken, broiled or roasted

Prunes
Raspberries
Raspberry Vinegar
Spinach
Strawberries
Summer Squash
Tea (weak)
Water (plenty)
Water-cress
Watermelon

Avoid

Beets
Breads
- hot

Brussels Sprouts
Cakes
Candy
Carrots
Celery
Cereals
Condiments
Fish
- oily
- salt
- Crabs
- Lobster
- Scallops

Fruits
- dried
- stewed with sugar
- Cantaloupe
- Peaches
- Pears

Meats
- Kidney
- Liver
- Pork
- Veal

Onions
Pancakes
Pickles
Pies
Potatoes
Puddings
Radishes
Spices
Water-cress

§7. CHRONIC BRIGHT'S DISEASE
(Chronic Nephritis)

Eat

Bread
- stale white
- Whole-wheat

Bread Pudding
Buttermilk
Cereals
- all kinds

Chocolate Pudding
Clams
- raw

Cornstarch Pudding
Custard
Fish
- boiled
- broiled

Fruits
- raw
- stewed

Grape Juice
Gruels
Junket
Macaroni
Meats (eat sparingly)
- Fat Bacon
- Fat Ham

Milk
- malted
- peptonized
- diluted with 50% water

Oysters
- raw

Poultry (eat sparingly)
- Chicken
- Quail
- Partridge

Rice
Soups
- cream
- vegetable

Tapioca Pudding
Toast
- plain
- milk

Vegetables
- Cabbage
- Cauliflower
- Celery
- Lettuce
- Mushrooms
- Onions
- Potatoes (both kinds)
  - baked
  - boiled
  - mashed
- Spinach
- Tomatoes
- Water-cress

Avoid

Tea (weak)
Cake
Coffee
Condiments
Eggs
Fish
- fried

Fluids
- excessive amount of

Ice Cream
Meats
- Corned beef
- Gravies
- Hashes
- Stews
- Beef
- Lamb
- Mutton
- Pork
- Veal

Pastry
Salads
- made with meat or eggs

Salt (except that used in preparing foods)
Spices
Vegetables
- Beans
- Peas

§8. CHRONIC CONSTIPATION

Eat

Apples
- baked
- juice
- sauce

Asparagus
Beans (all kinds)
Beet-tops
Bread
- Bran
- Brown
- Corn
- Graham
- Whole-wheat

Bread Pudding
Broths
- Oatmeal
- Veal

Buttermilk
Cabbage
Carrots
Celery
Cereals (well-cooked)
- Bran mush
- Oatmeal mush
- Bran scattered over others

Chard
Chicory
Cole Slaw
Cucumbers
Endive
Fish, White-meated
- broiled

Fruits
- dried
- fresh
- stewed without sugar

Gelatine
Grape Juice
Grapefruit
Lettuce
Meats
- Broiled Steak
- Lamb
- Mutton
- Sweetbreads
- Tripe
- Veal

Milk
Orange Juice
Peas
Plums (very ripe and no skins)
Potatoes
- baked

Salad
- fruit
- green vegetable

Spinach
Tomatoes
Turnips

Avoid

Beef Tea
Bread
- white

Cakes
Cheese
Chocolate
Coffee
Consommé
Fried foods
Milk with meals
Pickles
Pies
Potatoes
- fried
- mashed

Preserves
Stewed fruits with meals

§9. DIABETES

DIET AFTER URINE IS FREED FROM SUGAR

Of the fruits, vegetables, and nuts, use at first only those marked 1, later adding those marked 2, then those marked 3, then those marked 4, and finally those marked 5.

Eat

Breads
- Almond Wafers
- Almond Bread
- Bran Bread
- Bran Muffins
- Gluten Bread (80% Gluten Flour)
- Gluten Muffins (80% Gluten Flour)

Broths
- Chicken
- Clam
- Oyster

Butter
Cheese (small quantity)
Coffee
- clear, or with very little skimmed milk or cream

Cream
Custard
Eggs
- baked
- omelet
- poached
- scrambled
- soft-boiled

Fish, White-fleshed
- baked
- boiled
- broiled

Fruits
- 3 Apples
- 3 Apricots
- 4 Bananas
- 2 Blackberries
- 3 Blueberries
- 3 Cherries
- 2 Cranberries
- 3 Currants
- 2 Gooseberries
- 1 Grapefruit
- 3 Huckleberries
- 2 Lemons
- 1 Olives, Ripe
- 2 Oranges
- 2 Peaches
- 2 Pineapple
- 4 Plums
- 4 Prunes
- 3 Raspberries
- 1 Rhubarb
- 2 Watermelon

Gelatine
Junket (skimmed milk)
Meat
- Beef, broiled, roasted, or stewed
- Mutton, broiled, roasted or stewed
- Sweetbreads
- Tripe

Milk
- skimmed

Nuts
- 3 Almonds
- 3 Beechnuts
- 2 Black Walnuts
- 2 Brazil Nuts
- 1 Butternuts
- 5 Chestnuts
- 3 English Walnuts
- 2 Filberts
- 2 Hickory Nuts
- 4 Peanuts
- 2 Pecans
- 3 Pistachios
- 1 Pignolias
- 3 Pine Nuts

Oysters (small quantity)
Poultry
- All kinds, broiled, roasted, or stewed

Saccharine (in place of sugar)
Soups
- Clear Meat Soups
- Tomato Soup
- Cream of Oyster Soup

Tea (weak)
- clear, or with very little skimmed milk or cream

Vegetables
- 3 Artichokes
- 1 Asparagus
- 4 Beans, Baked
- 3 Beans, Lima (canned)
- 4 Beans, Shell
- 1 Beans, String
- 1 Beet Greens
- 2 Beets
- 1 Brussels Sprouts
- 1 Cabbage
- 2 Carrots
- 1 Cauliflower
- 1 Celery
- 4 Corn, green
- 1 Cucumbers
- 1 Dandelion
- 1 Eggplant

Eat

Vegetables (continued)
- 1 Endive
- 2 Kohl-rabi
- 1 Leeks
- 1 Lettuce
- 4 Macaroni, boiled
- 2 Mushrooms
- 1 Okra
- 2 Onions
- 3 Parsnips
- 3 Peas
- 4 Potatoes
- 2 Pumpkin
- 1 Radishes
- 4 Rice, boiled
- 1 Sauerkraut
- 1 Sorrel
- 1 Spinach
- 2 Squash
- 1 Swiss Chard
- 1 Tomatoes
- 2 Turnips
- 1 Vegetable Marrow
- 1 Water-cress

Water
- plain
- aërated

Avoid

Bread
- white

Chocolate
Cocoa
Coffee, boiled
Eggs
- fried
- hard-boiled

Fish, Dark-meated
- Salted
- Shellfish

Meats
- Pork
- Kidneys
- Liver
- Veal

Pastry
Puddings
Sugar
Vegetables
- Oysterplant

§10. DIPHTHERIA

WHILE FEVER LASTS

Eat

Buttermilk
Cream
Gruels
- Arrowroot
- Barley Flour
- Cornmeal (ground fine)
- Farina
- Oatmeal (strained)

Malted Milk
Milk
Pineapple Juice
Predigested Beef Preparations

DURING CONVALESCENCE

Eat

Broth
- Beef
- Chicken
- Mutton

Cereals (well-cooked)
Custard
Gelatine
Ice cream

§11. ECZEMA IN CHILDREN

Eat

Apples
- baked
- stewed (very little sugar)

Beans, green
Beans, Lima (new)
Blackberries
Bread
- Unleavened Bread
- Whole-wheat (no lard)

Butter (moderate amount)
Buttermilk
Carrots
Cereals
- Corn flakes
- Cream of Wheat
- Farina
- Shredded Wheat

Crackers
Cucumbers
- baked
- stewed

Fruit Juices
Grapes
Lettuce
Milk
- modified
- skimmed

Peas
Soups, Cream
- made from green vegetables

Spinach
Summer Squash
Water-cress
Zwieback

Avoid

Cake
Cantaloupe
Cereals
Cheese
Chocolate
Cocoa
Coffee
Condiments
Fish of all kinds
Fried food
Fruits, Small (except Blackberries)
Gravies
Hashes
Lard in food
Meats of all kinds
Pastry
Pears
Pickles
Puddings
Salad Dressings
Salt foods
Spices
Stews
Sweets
Tea

§12. GASTRIC HYPERACIDITY

Eat

Bread
- stale

Bread Pudding
Butter, unsalted
Cereals
- all fine-grained varieties

Cheese, Mild (occasionally)
Cocoa
Cream
Custard
Eggs
- baked
- boiled
- poached
- scrambled

Fish
- Bass
- Cod
- Halibut
  - boiled with cream sauce or broiled

Gelatine
Junket

Meat (once a day)
- Beef
- Lamb
  - cut off all fat and gristle, no gravy

Milk
Olive Oil
Oysters, raw
Poultry
- Chicken
- Guinea Hen
- Turkey

Rice Puddings
Soups
- creamed
- purée
  - except tomato

Tea (weak)
Toast
Vegetables
- Any green vegetable except those listed below
- Macaroni
- Baked Potato (occasionally)
- Rice

Avoid

Bread
- hot

Brussels Sprouts
Cabbage
Cake
Cauliflower
Celery
- raw

Coffee
Condiments
Fried foods
Fruits
- except stewed fruit in case of constipation

Pie
Pickles
Radishes
Salads
Salt Foods
Spices
Sweets
Tomatoes
Turnips

§13. INDIGESTION WITH GAS-DISTENTION

Eat

Almonds
- blanched and dried

Bread
- hard and dry

Broths
- Chicken
- Mutton

Eggs
- baked
- boiled
- omelet
- poached
- scrambled

Gruels
Lettuce
- with lemon juice

Meats
- Boiled Beef
- Broiled Chops
- Broiled Steak

Milk
Tomatoes, sliced

Avoid

Bread
- hot

Cabbage
Cake
Coffee at meals
Fish
- All kinds including shellfish

Fried foods
Fruits stewed with sugar
Mayonnaise Dressing
Meats
- Fats
- Outside Cuts
- Pork
- Veal
- Gravies

Milk at meals
Parsnips
Pickles
Pies
Preserves
Soups
- cream
- thick

Tea at meals
Turnips

§14. INTESTINAL INDIGESTION

Eat

Bread
- Cornbread
- Sticks
- Whole-wheat

Butter (small amount)
Cauliflower
Cereals with milk or cream
- Farina
- Oatmeal
- Shredded Wheat

Chicory
Coffee (very little)
Cucumbers
- baked
- stewed

Custard
Eggs
- poached
- soft-boiled

Endive
Fish, white-meated
- boiled
- broiled

Gelatine (plain)
Junket
Lettuce
Meat
- Beef, boiled, broiled, roasted
- Mutton, boiled, broiled, roasted
- Sweetbreads, creamed or broiled

Milk, Modified
Orange juice
Poultry
- Chicken
- Squab
- boiled, broiled, roasted

Prunes
Rice
Rice Pudding
Soups
- cream of Spinach
- cream of Celery
- cream of Lettuce

Squash
- stewed

Tea (very weak)
Turnips, new
Water-cress

Avoid

Acid Drinks
Beets
Cabbage
Cakes
Coffee
- boiled

Corn, green
Crackers
Fish, Dark-meated
Fried foods
Fruits, Acid
Gelatine
Meat
- Corned Beef
- Pork
- Veal

Pickles
Potatoes
Poultry
- Duck
- Turkey

Shellfish
Sweets
Tea
- boiled

§15. NERVOUS INDIGESTION

Eat

Bread
dry
French
Broths
Clam
Oyster
Cereals
Cream of wheat
Wheatina
Cocoanut Milk
Cream (small amount)
Eggs
baked
boiled
poached
scrambled
omelet
Fruit Juices
Grapefruit
Meat
broiled Steak
Chops
Roast Beef
raw Beef
Mutton
Milk
Oranges
Potatoes
baked
Poultry
Chicken
Rice
Soups
cream
purée
Vegetables
Celery
Cucumbers, baked or stewed
Green Peas
Lettuce
Spinach

Avoid

Bread
hot
soft
Cabbage
Cakes
Candies
Cereals
except those listed above
Coffee
Fried foods
Fruits stewed with sugar
Parsnips
Pickles
Pies
Preserves
Puddings
Tea
Turnips

§16. MEASLES

No Complications

FOR INFANTS

Milk exclusively; in case of bottle-fed babies the formula must be weakened.

OLDER CHILDREN

Eat

First three days, or as long as stomach gives evidence of intestinal disturbance:

Barley Water with hot Milk
Grape Juice (not ice-cold)
Hot Water with cream and sugar
Milk diluted with hot water (50%)

When convalescence begins give

Cereal Gruels
Milk Soups
Milk Toast
Orangeade (not ice-cold)
Lemonade (not ice-cold)
Then add
Cereal with milk
any except Oatmeal
Cornstarch Pudding
Custard
Eggs
poached
soft-boiled
Fruit
Fruit juices
Junket
Potatoes
baked
Rice
boiled
Rice Pudding
Soups, cream

Avoid

All cold dishes
Breads
hot
Cakes
Cereals
Oatmeal
Fish, all kinds
Ice cream
Meats, all kinds
Pies
Soups
meat
Vegetables, all kinds except those mentioned above

§17. MUMPS

While fever lasts, give Liquid Diet (see page 355); follow with Soft Diet (page 355) and then Convalescent Diet (page 355).

§18. PNEUMONIA

Convalescent Stage

Eat

Apple Sauce
Broths
Cereals with cream
Cornstarch Pudding
Custard
Gelatine with cream
Grape Juice
Gruels
Eggs
raw
poached
soft-boiled
Junket
plain
with cream
Milk
Orange Juice
Potatoes
baked
mashed
Sherbets

Eat

Soups
cream of Bean
cream of Pea
cream of Potato
Toast
plain
creamed
Zwieback

§19. CHRONIC RHEUMATISM

Eat

Beef Tea
Bread
- Brown
- Corn
- Graham
- Whole-wheat

Broths
- Chicken
- Mutton

Butter
Buttermilk
Cocoa
Cornstarch Pudding
Crackers
Cream
Fish
- white-meated, boiled or broiled
- raw Oysters
- raw Clams

Junket
Malted Milk
Meat (sparingly)
- boiled Ham
- broiled fat Bacon
- Sweetbreads
- Tripe

Milk
Poultry
- Chicken

Puddings
- all plain

Rhubarb
Tea
Toast
- cream
- dry
- milk

Vegetables
- All except Potatoes and cooked Tomatoes

Water
- plain
- with lemon juice and no sugar

Avoid

Asparagus
Candies
Cheese
Cider
Coffee
Eggs
Fish
- fried
- cooked Clams
- cooked Oysters
- Lobster
- Crabs
- Salmon

Meats
- red
- Pork
- Veal
- salted or corned, except Ham and Bacon
- Gravies

Mushrooms
Nuts
Pies
Potatoes
Poultry
- Duck
- Goose
- Turkey

Strawberries
Tomatoes

§20. SCARLET FEVER

No Complications

FIRST THREE WEEKS

Eat

Broth (strained)
- Clam
- Oyster

Buttermilk
Cream
Grape Juice
Ice cream
Junket
Lemonade
Milk
- When whole milk disagrees with patient or is not easily digested, substitute Kumyss and Malted Milk.

Orange Juice

Avoid

Eggs } in any form (alone or
Meats } in combination)

DURING CONVALESCENCE

Eat

Cereals and Milk
Chicken, Breast of
- broiled

Custard
Eggs
- poached
- soft-boiled

Fish
- baked
- broiled

Oysters (soft part)
Potatoes
- baked

Rice
Soups
- cream

Toast
- cream
- milk

Avoid

Meat, until all danger of kidney complication has passed
Pickles
Sweets

§21. TONSILLITIS OR QUINSY

In acute stage use general Liquid Diet

CONVALESCENT STAGE

Eat

Cereals with cream
Custards
Ice cream
Egg-nogg
Eggs
- raw
- poached
- soft boiled

Fruit Juices (especially Pineapple)

Meat
- All kinds, cooked (except fried)
- raw beef scraped

Milk
Potatoes
- baked
- creamed
- mashed

Poultry
- All kinds, boiled, roasted, fricasseed or creamed

§22. TUBERCULOSIS

Eat

Apples
baked and served with cream
Bacon
Beans
baked
Bread
Broth
Chicken
Cereals (cooked in milk and served with cream)
Cream of Wheat
Farina
Pettyjohns
Sunny Corn
Wheatina
Cocoa
Corn Bread
Cream (may be partially whipped)
Custard
Egg-nog
Eggs
raw
Fish
Fruit Juices with beaten white of egg
Gelatine with cream
Gruels
Barley
Cornmeal
Farina
Graham Flour
Oatmeal
Rice
Wheatina
White Flour
Hominy with cream
Ice cream
Junket
Macaroni
Meat
All kinds, except pork and veal, roasted or broiled or creamed or with egg sauce. Pork and Veal may be eaten with physician's consent
Milk
plain
flavored with coffee
flavored with cocoa
Oatmeal with cream
Olive Oil
Oranges
Potato
Poultry
All kinds, roasted, broiled, fricasseed, creamed, or with egg sauce
Prunes
Puree of
Beans
Peas
Rice
Soups, creamed
Spinach
Toast
buttered
creamed
with egg sauce
Tomatoes

Avoid

All acid foods
All fried foods
Lemons
Pickles
Rhubarb
Veal

§23. WHOOPING COUGH

In the case of small infants, give, if at all possible, breast-milk; it has been proved that even while a baby is nursing, digestion of the milk is taking place, and thus the breast-fed baby is more quickly and more efficiently nourished than the bottle-fed baby.

For children under ten years of age, feed in small amounts and often.

AS LONG AS THERE IS FEVER OR VOMITING

Eat

Broths
Beef
Clam
Chicken
Mutton
Buttermilk
Gruels
Arrowroot
Barley
Oatmeal
Junket
Kumyss
Lemonade with white of egg
Milk
plain
pancreatized
Orangeade with white of egg

LATER, DURING CONVALESCENCE ADD

Eat

Beef, scraped
Cereals with cream
Cornstarch Pudding
Custard
Egg-nog
Eggs
poached
soft-boiled
Fruit Juices
Toast
cream
plain

WHILE THE CHILDREN ARE GETTING WELL*

By Abraham Levinson

Convalescence is the period of recuperation. It is the period between the disappearance of the active symptoms of the patient's disease and the time of his return to normal health. The length of the period of convalescence varies according to the nature of the malady, the amount of damage it has produced, and the degree of resistance of the patient after the acute symptoms have subsided.

§2. ARE QUICK CURES POSSIBLE?

We hear of rapid recoveries. One who is not informed on the subject may believe that a patient actually recovers from a severe disease like pneumonia or an operation for appendicitis in a few days. This false conception of what constitutes complete recovery is due to the mistaken idea that when a patient leaves the hospital with a normal temperature he is well. As a matter of fact, some patients just begin their convalescence when they leave the hospital; recovery is sometimes delayed for weeks or months, or, indeed, may never be complete. This is as true of children as it is of adults.

In order to understand the finer points of convalescence, one must know the changes from the normal of both disease and convalescence. We cannot, as was the custom among the older physicians, separate diseases into stages, assigning to each stage a certain change in the various organs of the body. We cannot even, properly speaking, limit the changes of a given disease to one organ.

§3. EFFECT OF DISEASE ON EVERY ORGAN

While it is true that a single organ may bear the brunt of change in certain diseases, every other organ necessarily partakes of some changes. For example, although the intestines bear the brunt of the disease in typhoid fever, every other organ in the body feels the effects; in meningitis the covering of the brain is most vitally affected, yet every other part of the body suffers concurrently. In some diseases the heart muscle suffers most, as in diphtheria; in others, the kidneys, as in severe cases of scarlet fever. In any disease in which there is much fever, with rapid pulse and breathing, the internal organs of the body are sooner or later affected. In short, no severe disease fails to leave its imprint on every organ of the body. If actual inflammation or degeneration of the organ does not occur, there is at least a lowered resistance on the part of the more vital organs of the body, resulting in loss of their power, to some degree, to perform the normal amount of work consistent with health. This is especially true in children, in whom, because they are growing, the vital processes are more active.

With this broader conception of disease, convalescence assumes great importance from the standpoint of prophylaxis and treatment. Once it is appreciated that every disease may attack every organ in the body, we cannot make light of the period of restoration or reparation. It is necessary for every organ of the body to regenerate during convalescence, if the damage done is to be repaired and the vitality lost is to be regained. Of course, in many cases some of the damage done can never be undone. An injured heart or a badly damaged lung can never be mended. If the damage to an organ has not been very extensive, however, it is possible for regeneration to take place, provided too much strain is not put on that organ. Every convalescing patient should be under the charge of a physician who has a proper understanding of convalescence, its abnormalities, its physiology, and its inherent dangers. The management of convalescence must necessarily vary with the disease and with the patient, but some general directions may be outlined.

§4. PHYSICAL AND MENTAL REST

If it is necessary to protect a child's energy during illness, it is doubly necessary to do so during convalescence, for during the actual illness the child is too sick to exert himself, but during convalescence, when he feels strength returning, he is very liable to overexert himself. This overexertion frequently brings on a dilatation of the heart. Experience has shown that the best way to prevent inflammation of the heart during disease or convalescence is not to overtax the heart. Rest in bed is obviously the best way of taking the burden off the patient's heart. Of course, it is hard to keep a well child in bed. No sooner does his temperature drop than he wants to be out of bed and at his usual activities. But the danger of overexertion on the part of the heart makes it imperative that this organ, which must be in constant action, be taxed as little as possible for a considerable period. All persons with uncomplicated

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cases of infectious disease should be kept in bed at least five days after the temperature has subsided to normal, and should have two to three hours' rest every afternoon for two weeks thereafter.

Just as it is necessary for the child to have a physical rest, it is important to let him have mental rest. One of the most difficult problems in connection with the convalescence of a child is how to keep him quiet in order to avoid complications. A child gets restless unless he is kept busy. A grown-up person may indulge in reading. A child either does not know how to read or tires of it quickly. Some form of entertainment should therefore be selected for the child, with consideration for his physical and mental condition.

§5. ENTERTAINMENT

ENTERTAINING a convalescing child is important, but it must be done systematically and must be suited to the patient's general condition; otherwise the patient will easily be fatigued. Permitting a convalescent child to be visited by many friends is often bad for him. A child likes to show off and may use his reserve strength in order to impress visitors with his recovery. Every convalescent child should be entertained, but the entertainment must not be exciting and should preferably be prescribed by the attending physician.

A child with St. Vitus' dance, for example, should not be given any toys that will require the use of his hands, because this interferes with the rest which is so necessary for such a patient. No matter how good the physical condition of a patient may seem to be, entertainment that requires excitement may be disastrous. The mental age of the child should also be taken into consideration. A child of five should not be given toys that are intended for a child of ten.

§6. NECESSARY EXERCISE

IT MAY sound paradoxical, but it is true that a convalescing child needs rest on one hand and exercise on the other. The exercise, however, must be light and graduated. After some diseases the exercise needs to be passively administered by means of massage or electricity, as in cases of infantile paralysis, after the muscle pain has entirely subsided. In most diseases, however, the exercise should be active, that is, it must be carried out by the patient himself. The exercise should preferably be directed by an expert. If not, the mother may be guided by the rule, "Slow but sure."

The mother must be impressed with the danger of permitting the child to resume strenuous exercise too suddenly; at first, playing with toys while in bed is the only exercise permissible. Later, walking in the house, and still later, exercise outdoors.

§7. SUNSHINE AND FRESH AIR

"I SUPPOSE I cannot take the baby out for another two or three weeks," is the usual wail of the mother during the child's convalescence. This same mother may have taken her baby out for an airing during the severest storms before he was ill, but after the child has had pneumonia, she insists on keeping him in, in spite of the lack of sunshine in the house and the abundance outside. A convalescent child needs sunshine and air, even to a greater degree than a healthy child. The convalescent child should be taken out on the porch in a wheel chair whenever the weather permits, and so gradually accustomed to cold air. The time to be allowed for that must naturally be guided by the patient's condition.

§8. FOOD

PHYSICIANS go to both extremes in feeding convalescent children. Some overfeed, others underfeed them. The first group insists that the convalescent child needs strength, which he must get through an abundance of food; the other group insists that the convalescent child cannot digest even ordinary food properly.

Experience has convinced me that a convalescing child needs proportionately more food than does a healthy child. Of course, the food should be as simple and as wholesome as possible. On the other hand, if the child shows a distaste for food, there is something wrong with its digestive apparatus or he has not fully recovered from the disease. This type of child should be neither overfed nor starved, but should receive enough food to sustain him. Convalescing children are very particular about the taste and appearance of food. Pains should therefore be taken to make it as palatable as possible.

§9. DISCIPLINE

AS IMPORTANT as it is to rest and to entertain a convalescing child, it is also important not to pamper him. The average child takes advantage of his mother's sympathy and soon becomes a dictator to his mother and the rest of the family. It is important to be firm, and to make the child understand that he is not master of the situation. A certain amount of discipline is of prime importance both to the future of the healthy as well as of the sick child.

AMUSEMENTS FOR CONVALESCENT CHILDREN

By William Byron Forbush

Children are so active, so eager to be about in the world, so dependent upon playmates for pleasure, so interested in their school and social life, that days of *malaise* are dreary and borne by them with impatience. Sometimes recovery is postponed by misery, homesickness, and fretting. Because of the lack of recreational resources, children when ill are usually a burden to overtaxed mothers and a trial to nurses, skilled in physical care but not in play devices. The children themselves lose much during illness, not only by waste of time, but also by getting the habit of self-pity and of selfish demanding and by the long interval of lack of exercise of body, mind, and will.

Plays during convalescence must have obvious limitations. They should all be suited to a sitting or lying posture, they should not tax the eyes, the fingers, or the trunk muscles. They should be absorbing but not exciting. Since in case of infection toys must be destroyed or disinfected, many of the materials should be inexpensive and others should be capable of being sterilized. Some of the games at least should be suitable to encourage solitary play, others may be adapted for two players. It would be well if some could involve a serial interest, so as to be taken up with renewed pleasure day after day.

Plays for invalids should involve certain positive values. Some of them may offer slight physical exercise, deep breathing, arm or leg movements, or exercise of the circulation. They may be of some intellectual value, particularly in training the sense perceptions, the memory, and the apperceptions, and in stimulating inventiveness. They may bear at least a general relation, not too taxing, to school subjects. But best of all they may be used to counteract certain moral disorders of physical illness, by encouraging self-control, initiative, self-reliance, cheerfulness, and co-operation.

These considerations have been kept in mind in preparing the following suggestions. Free play rather than organized games has been emphasized as generally better suited to the situation. No distinction is made between plays suitable for the home and those for the hospital.

§2. BABIES UP TO THREE YEARS

The amusements used in the cradle when a baby is well are generally useful when he is ill, if they do not require him to change position too much. During the first years things he can put in his mouth, and later, articles that appeal to the sense of sight, hearing, touch, and temperature are a delight. So, such common articles as smooth stones, spools, keys, bright objects, bells, tin dishes to clash together, paper suspended about the feet to induce kicking, a celluloid ball or a bell on a rubber string to induce stretching, a large rag doll that can be nestled or kicked about, rubber animals, boxes, and blocks to handle, are indicated.

For self-directed play, a mother who was obliged to leave her baby alone at times used to take a pasteboard shoe box and fill it with all sorts of harmless articles—a silver shoe horn, a bright card, a bit of colored worsted, an old tea strainer—things that would in turn catch and hold the baby's attention.

For a little child for whom a bath immersion is desirable, but who still dreads the water, the Loofah bathing dolls, made of a special collapsible sponge, or celluloid floating animals, to be placed in the tub, are helpful in overcoming this difficulty.

§3. CHILDREN OF THREE TO SIX YEARS

Children of this age engage largely in constructive play, dramatic play, and imitation of adult activities, and many playthings lend themselves to such uses in the bed or chair.

For constructive play, there are light nests of boxes, easy sectional puzzles, the larger kindergarten tablets and mosaics, small nails to pound into soap bars, soap bubbles to blow (good for breathing) over a woolen shawl, making the bubbles bound on it, all the lighter Montessori apparatus used in training perception of color, form, smoothness, and sound, including the letter forms and the geometric insets, etc. A peg board in which to stick wooden pegs in the form of various patterns is interesting. By taking a small, soft pine board and driving nail holes half an inch deep close together and using match sticks for pegs a home-made device may be easily prepared. A small sand box arranged to set just over the chair or bed or even a pan of sand snuggled close to a child who cannot sit up will give an almost inexhaustible pleasure. It should be furnished with spoons and small kitchen tin dishes with which to dip and mold, and clothespins, spools, buttons, and scraps of bright ribbons with which to make men and scenery.

For imitative play the doll is the standard medium in all ages. Dolls for sick children should be small and light. A Noah's ark with its animals, perhaps one filled with Educator animal crackers

or small tin soldiers, for sailing and marching over the bedclothes are agreeable expressions of the doll interest.

Children of this age, when they are well, like games of only short duration, and when they are ill, games should be extremely short and simple. A story-game in which the adult is the chief actor and tells a story while the child co-operates in some slight action, is ideal, as when he hides under the bedclothes and plays he is in the tent of which the story tells or closes his eyes and tries to guess the place or the person which his mother is describing. The stories should be happy and soothing.

To make the sick room cheerful, a prism hung in the window to make "light birds" for the children is always a joy.

§4. CHILDREN OF SEVEN TO NINE YEARS

The constructive interest continues and may now be expressed in more skillful ways. The mother who will put on a tray a lot of suggestive material, such as small boxes, spools, paste, paper, ribbons, yarn, or will let the child choose what he wants out of her piece-bag, will not need to suggest what to make or how to make it. Small articles fastened to the magnetized "fish" of a "magnetic fish pond," fished for with magnetic fish hooks, furnish prolonged surprises. Making doll furniture, dressing clothespins, making button dolls by pasting buttons to cardboards for heads, cutting the cardboard in the shape of the bodies and then dressing them in crepe paper, will be delightful during this period, which marks the summit of the doll interest.

Scrapbooks may be made out of old window shades, folded and sewed into booklets. Drawing may be done in bed by purchasing stencil pictures so that the child can trace with the pencil on paper placed beneath. Sewing cards are similarly used. Painting may be done in a cleanly way even in bed by placing a large blotter underneath the work which will absorb the water in case of accident, using a smaller blotter on the work itself and keeping a cloth handy to wipe the brush.

In dramatic play, dolls are still central, and a few changes of costume, a box or two for the house and some furniture cut out of a furniture catalog or made by folding paper are all that are needed for an elaborate bed-game. Mrs. Dorothy Canfield Fisher has suggested a story method which appeals to the dramatic instinct in a way to suggest calmness at the restless hour of trying to get to sleep. The child is to agree upon the names, ages, and characters of her children, whom she may take from her favorite books if she will. Then she is to carry on their adventures from night to night to herself. Of course, they must all be good children, or at least if they are bad they must be funny, and if the child is subject to night terrors, one of them may be very brave and be always summoned to watch over his mother every night. In the morning the child may be encouraged to tell the sleepy time adventures. She thus goes to bed with the sense of being in good company.

As this is the age of competitive games, particularly of those involving skill, the child would now enjoy, if they are not too exciting, anagrams and other letter games, sentence building, lotto, and the simpler card games. They keep the mind from getting stale and the joy of contest prevents a child from thinking about himself.

To a person quarantined with a child of this age who tends to become too demanding and consequently querulous and unhappy, two devices are helpful. One is a continued illustrated story of which the adult tells one or two new chapters each evening which the child illustrates in a notebook at his leisure. The other is to ask the child to play alone with certain toys until an agreed time limit, the child thus not only becoming more patient but also getting the fullest play-value out of every plaything.

§5. CHILDREN OF TEN TO TWELVE YEARS

There is likely by this time to be an almost inexhaustible interest in puzzles, and the small metal and cardboard puzzles are easily handled and if not too exacting are greatly enjoyed. This is the age, too, for collections, and stamps, post cards, and poster pasters may be profitably arranged and studied. Jackstraws, jackstones, and tumbeline are appropriate games, and scrapbook making becomes more of a fine art.

Craftsmanship as the child grows stronger should be more skillful than before. Stuffing and sewing dolls from patterns, beadwork and weaving interest girls, tinkering old clocks and watches and making small traps and whistles interest boys, and both boys and girls like clay modeling, braiding, and spool knitting. Coloring pictures, making fancy initials and letters and thus illustrating a favorite poem or motto or books of the Bible has proven very attractive, especially if done with others. A variety of companionship is now desirable if safe.

Ranging in price from one to twenty dollars, according to the number of pieces, and easily sterilized after use, the various miniature struc-

tural models known under such names as Meccano, the American Model Builder, the Mysto Erector, etc., will take the mind of a boy off himself for hours and, without exhausting his muscles, will leave him healthily tired and then ready for sleep.

ILLNESSES

Edited by SAMUEL A. COSGROVE, M.D., F.A.C.S., Jersey City, N. J.

ABSCESS

AN ABSCESS is a localized pocket or cavity filled with pus, the result of an inflammatory process due to infection with pus-producing bacteria, usually through some injury or abrasion of the skin or mucous membrane.

Symptoms: Pain due to compression of the nerves and tissues; redness, due to distention of the blood vessels; heat, swelling, and throbbing from increased blood supply; fever, from general infection; softening when pus is formed.

Treatment: Local applications of hot compresses are very effective for relieving pain.

As soon as the presence of pus has been determinded, the abscess should be freely opened and the cavity allowed to drain. This is facilitated by dressing the opening with compresses moistened with a warm solution, *e.g.*, two teaspoonfuls of boric acid crystals to a quart of water. These should be changed frequently enough to keep them moist and warm.

ADENOID AND TONSIL DISEASE

THE adenoid masses in the top of the throat behind the nose, and the tonsils lying in the side of the throat along the base of the tongue are normal tissues. They are part of the great system of lymphatic tissue distributed throughout the body which is of the greatest usefulness in protecting the system against the inroads of infectious disease, especially in the years of early childhood.

But in their fight against disease invasion they frequently become themselves diseased. This leads to chronic swelling and overgrowth. Such overgrowth of the adenoid tissues partially closing the nasal air passages is often the cause of serious harm to a growing child. Children who are thus affected breathe with their mouths open; and while they sleep, snore, and toss restlessly about trying to find a position in which they can breathe comfortably. They are often slightly deaf and seem dull and inattentive. Children suffering from diseased adenoids often speak in a nasal voice. They are subject to repeated colds in the head and persistent catarrh, often leading to bronchitis. Headaches and various nervous troubles accompany diseased adenoids, and attacks of acute illness, such as scarlet fever, diphtheria, whooping cough, and measles are apt to be more severe when such disease is present. When these symptoms are noted the child should be examined by a physician. The operation for the removal of adenoids is comparatively simple in skilful hands and is then attended by little danger. Most children recover at once and begin very soon to show improvement. They breathe more easily and sleep more quietly. The mouth remains closed, color improves, the listlessness disappears, the weight increases, and in many cases a great change is made in the child's whole appearance in a few months. The beneficial results are less apparent in older children, when the habits induced by continued efforts to work against this handicap are more firmly fixed.

Diseased tonsils often accompany diseased adenoids and may be removed at the same operation. If the tonsils are swollen and repeatedly inflamed, pockets of pus form in them which discharge their contents into the blood stream and lead to illness. It is proved that rheumatism and certain heart troubles may result from this cause. Sore or swollen tonsils should be brought to the doctor's attention and he will decide whether they need to be removed.

After the adenoids have been removed it is of great importance to correct the bad habit of mouth-breathing which has been acquired and to develop proper nose-breathing in its place. The principal points have been summarized as follows:

1. Teach the child to clear the nose freely and frequently, and discourage snuffling. To excite interest, select a "picture" handkerchief for young children.

2. Direct a child to breathe in and out through the nose while the mouth is tightly closed. This

might be adopted as a regular exercise for a minute or two, twice or thrice a day.

3. When convenient, adopt drilling and gymnastics, calculated to develop chest expansion. Insist on all these exercises being performed with closed lips.

4. Encourage running, jumping, skipping, and all exercises that expand the chest—always with closed lips.

5. Be sure that the nose is "quite clear" at all times, especially at bedtime; if there is any discharge, consult the doctor.

6. Encourage singing and reading aloud.

ANÆMIA

Although anæmia is more prevalent among girls from fifteen to seventeen years of age, the beginnings of the disease must be sought for two or three years before. Many children show marked signs of it at thirteen or fourteen, and even before, and more than half the cases of anæmia in early youth could be prevented by proper care of the health at twelve years.

Anæmia may be the result of unhygienic conditions at school, because it can be produced by defective ventilation in schoolrooms, associated with overwork and mental strain. It may be due to a combination of forces—unsuitable food, lack of fresh air, too little exercise out of doors. It may also be a result of chronic infection, especially rheumatism, which may have insidiously attacked the heart; or be associated with unsuspected disease of the kidneys following influenza, scarlet fever, etc. Hence search for these causative and associated disease conditions must always be made by careful physical examination by a competent physician.

In anæmia the red cells of the blood are deficient in quality and in number. These red corpuscles are the oxygen carriers. They grip hold of the oxygen in the lungs and carry it to the tissues of the body. If the oxygen-carriers are too few in number, the tissues are starved of oxygen. The signs of this are pallor, breathlessness, and other symptoms, such as headache and indigestion, constipation, and sallowness of the face.

Anæmia is a very chronic and insidious disease. Once a child is allowed to sink into an anæmic condition, it takes weeks and months to effect a cure. The wise mother *prevents* anæmia, or attacks it from the very beginning. She says to herself, "Why is this child anæmic, and how can I alter conditions so that she may regain health at once?"

The blood of a child with anæmia lacks iron so that an iron tonic, under the direction of a doctor, will have to be given in all cases where the anæmia is marked. The drug in itself will not bring about a cure. The child's blood cells will not recuperate unless you put her under hygienic conditions. The one thing she requires is fresh air. A mother can make inquiries in a tactful way as to the ventilation of a school. She can see that the child has fresh air day and night in the home. She can make arrangements so that the small patient can be out of doors for a maximum number of hours daily. Then the diet and digestion will require careful attention. Anæmia is frequently associated with indigestion.

The anæmic girl requires a good deal of milk, and fresh fruit may be given at the same time to counteract constipation. Porridge and cream, and stewed prunes, figs, apples, etc., are suitable breakfast dishes. Brown bread, well buttered, is preferable to white. Avoid stuffing the child, with the idea that you are going to nourish her. Digestion must be humored a little at first, otherwise the food given will not be digested. One reason why milk is so valuable in anæmia is that if it is sipped slowly and perhaps given warm, it is one of the most easily digested of all foods. So rely upon milk to "feed up," in the early stages at least.

Meals should be light and easily digested. The child will require a good deal of meat, provided the kidneys are normal, and red meat sandwiches are among the best ways of giving the meat. Some preparation of bone-marrow is invaluable, and fresh vegetables are necessary in the diet. A simple aperient should be given as required. This will be less necessary if exercise out of doors and proper diet are provided. The appetite must be stimulated by exercise in the fresh air. Let the anæmic child go in for organized games; let her—the girl is more frequently subject to anæmia than the boy—practise physical-culture exercises which entail bending of the body and exercise of the legs.

The anæmic child may not be able to react after a cold bath; but a daily tepid sponge may be tried while the child is standing in warm water, and a modified cold douche to the spine may easily be managed by spraying the back with cold water. The water may gradually be reduced in temperature day by day.

§2. Lessons will have to be cut down and sleep increased

If a child is very anæmic, the lessons will have to be cut down because the anæmic brain is not fit for much mental strain. A child with anæmia is working under a brake, and is handicapped in a way that the healthy child cannot comprehend.

If the work is carried on, the strain is very great and headaches are frequent. The lessons can be better accomplished if ample sleep is provided. The young, growing child requires an abundance of sleep in order to give the brain time for recuperation. Early bedtime must be the rule, and no lessons should be done late at night.

Children's garments are not usually very tight, but care should be taken that nothing is worn likely to press upon the ribs or waist, as it would constrict the breathing and prevent proper expansion of the lungs with fresh air.

The anæmic child feels cold easily because of the defective quality of its blood. The measures we have described will stimulate the circulation, improve the blood, and increase the vitality generally. One thing the mother should remember is that anæmia should not be neglected. It is not a serious disease in itself, but the anæmic child is fifty per cent more liable to contract such ailments as rheumatism, bronchitis, and pneumonia than the child whose body is being nourished with healthy blood.

Fortunately, the signs of anæmia can be recognized by the mother as well as by the doctor. Pallor is the most striking feature. The lips and gums are pale, as well as the face, and the child has a delicate appearance. The flush of health is one of the rights of childhood, and no mother should neglect the warning flag of anæmia.

APPENDICITIS

Appendicitis is not uncommon in children, but the attacks are different from those in adults. There is nearly always moderate fever. Some attacks begin with vomiting and diarrhœa and distended abdomen, others with pain or cramps, and vomiting. In recurrent attacks the pain is not so likely to be localized in the region of the appendix as in adults. Colic, constipation, tapeworms, pains preliminary to the first menstruation may be mistaken by the layman for appendicitis. The mother should not, therefore, be frightened by supposing that every unusual pain is appendicitis, but she will be safer and more comfortable if her physician makes an examination.

Delay in the determination of the diagnosis is especially dangerous in children, as the course of the condition is sometimes very rapid; peritonitis tends to occur early, and the child has even less resistance to the spread of this always very serious complication than has the adult.

The treatment while awaiting medical assistance consists in absolute rest in bed, abstraction from all food, cleansing the bowels well by simple soapsuds injections in the rectum, the application of ice or cold compresses to the abdomen in the region indicated by the greatest pain. *Never give cathartics of any kind. Never give paregoric* or other forms of opiates.

If the physician makes a positive diagnosis and advises operation, accept the necessity therefore at once and act promptly to carry out his advice. Operation in the early course of the disease is almost always successful, while the life of the little sufferer may snuff out if operation is delayed by reluctance to accept it, or by vain dependence on other measures.

ARTHRITIS

See Rheumatism

ASTHMA

Asthma is often associated with other diseases of the chest and respiratory tract. When not dependent on such other conditions, it is one of a group of diseases, known as "allergic," in which the patient has a peculiar individual sensitiveness to some irritant in his environment. Such irritants may be foods, grass or weed pollens, the body effluvia of animals, etc.

Symptoms: Shortness of breath (due to spasm of the bronchial tubes); intense desire for air, with loud bronchial wheezing; abnormal expansion of the chest, caused by inability to expel air; feeling of suffocation.

In a few hours the bronchial tubes are usually relieved from the accumulated secretion (which is coughed up and has the appearance of gelatine). These attacks will often occur without any apparent cause.

Treatment: Asthma can be greatly relieved by change of climate. But this may be avoided, and the patient obtain complete freedom from his attacks, if the special irritant which causes them can be discovered and exposure to it eliminated. The irritant can very nearly always be found by the patient use of certain tests which most physicians are prepared to carry out. The attack will be shortened and relieved by suitable medication prescribed by the physician.

BACKACHE

Backache is not a disease, but a symptom which occurs in many forms of disease, both acute and chronic. It is a prominent symptom in malaria, influenza, smallpox, movable kidneys, lumbago, womb trouble, and all infectious diseases. The laity wrongly attribute backache almost entirely to kidney trouble. For treatment see chapter on rheumatism, which describes lumbago.

BILIOUSNESS

BILIOUSNESS is not a well-defined disease; it is probably due to infection of the bile tract; it may usually be traced either to insufficient open-air exercise or to incorrect feeding, but there is an undoubted constitutional element as well; some people being much more liable to this form of illness than others. Chronic constipation also predisposes to it. The symptoms are very unpleasant. After a day or two of physical depression the appetite becomes less and less, sickness sets in, and there is usually very severe headache. There is a great pallor of the face, and a feeling of utter weakness. All who are subject to bilious attacks should take plenty of outdoor exercise every day and live simply, principally on such food as milk, eggs, fish, fruit, and vegetables. They should avoid candy, cakes, pastry, and tea, and especially they should take such steps as are necessary to ensure a free daily movement of the bowels. They should cultivate the habit of drinking large quantities of water between meals. When the attack actually comes on, it is well at once to lie down in a dark room, and to abstain from food altogether. Water may be freely taken.

BITES AND STINGS

§1. MOSQUITO AND FLEA BITES

THE itching and irritation from these bites can be relieved by a lotion of carbolic acid and boric acid. It should be applied by dabbing on with a small wad of cotton, or better still, by spraying it on the surface with an atomizer. To make the lotion, add a level tablespoonful of boric acid powder and 20 drops of pure carbolic acid to a half a pint of hot water. Stir well or shake until the boric acid is dissolved. Cool before using.

§2. INSECT STINGS

THE stings of bees and wasps and yellow jackets are very painful, but not dangerous to life unless the victim is attacked by a large number of the insects.

If the sting remains in the flesh, it should be pulled out and a drop or two of diluted ammonia water or a paste made by moistening bicarbonate of soda (baking soda) applied to the wound. A compress wet in cold water or cold boric-acid solution will help to allay pain.

§3. BITE OF DOG. See DOG AND ANIMAL BITES

BLACK EYE

A BLACK eye is merely one form of a bruise. As soon as a blow is received in this region a handkerchief wrung out in ice water should be applied. The ice water should be renewed as often as it gets warm, thus combining the effect of both cold and moisture. This treatment should be kept up from half an hour to an hour and may prevent discoloration from setting in.

If treatment is begun after the flesh has become black, hot water applications for half an hour, three times a day, will hasten the disappearance of the swelling and discoloration. The old-fashioned practice of applying raw beefsteak is not recommended. In all cases where a severe blow has been received in the region of the eye a physician should be consulted, as there is danger that injury may have been done to the eyeball.

BLOOD POISONING

BLOOD POISONING is an inaccurate, unscientific term used carelessly to include many conditions very different in their medical identity.

But they all have these things in common:

1. They are due to the absorption of bacteria or their products into the lymph stream and blood stream of the body.

2. They are absorbed through injured skin or mucous membrane surfaces, as, for instance, cuts, crushed or punctured wounds, sores, or even small scratches of the skin; inflammations of the nose, the tonsils, the gall bladder, appendix, kidney or internal female organs, the lining of the womb after childbirth or abortion.

3. They are all actually or potentially extremely dangerous.

There can be no description of symptoms for a condition of so many varied aspects; the only one common to them all is high *fever*. Hence, when this symptom appears in the course of healing of a wound, cut, or a scratch, or following childbirth or abortion, it must be regarded as a danger signal of the need for prompt medical attention.

While any of these conditions may require the exhibition of the utmost resources of modern medicine and surgery, the treatment by non-professional friends while waiting medical control of the case must be wholly non-interfering. It should comprise rest, liquid or soft nourishing diet, plenty of fresh air, an abundance of water, entire quiet of the patient's surroundings, cheerful confidence on the nurse's part, gentle nursing, care of bedding, clothing and other details of the patient's com-

fort, ice or cold compresses to the head, tepid sponge bathing. If the inflammation is in the neighborhood of surface injuries, rest and protection of the part, with warm moist dressings of boiled salt water (1 teaspoonful salt to a pint of water) may be used. All other measures whatever must depend on the discretion of the physician.

BOILS

A BOIL is a hard red swelling within and beneath the skin, of bacterial origin, which generally ends in pus formation. When this occurs, it is essentially a small abscess, and should be so treated.

If there are several boils, it would be well to have a physician examine the patient for underlying causes, which are sometimes found in more or less serious constitutional disease.

BRONCHITIS

THE great thing in cases of infantile bronchitis is to find out the cause and direct the treatment to its removal, instead of merely treating the attack itself. Rickets should be looked out for, and should receive appropriate treatment. Growths in the nose and nasal passages should be sought for, as these are a fertile cause of bronchitis and similar ailments. Enlarged tonsils, adenoid growths, and chronic nasal catarrh are all factors in the production of bronchitis. Until the habit of breathing through the mouth, which always accompanies these disorders, is cured, bronchitis is always likely to occur. Excessive fatness also predisposes to bronchial affections, probably through the obstruction of the circulation and the consequent venous congestion in the lungs, which induces catarrh of the bronchial tubes. Overfeeding, with its consequent congestion of the pulmonary circulation, is therefore harmful. Bronchitis—as, indeed, most other disorders of childhood—is much commoner among the poor children of cities than among either poor country children or the better-to-do residents in towns. The principal cause is undoubtedly foul air, although insufficient or incorrect food is also a contributory factor. Naturally enough, the lining membrane of the bronchial tubes is subject to a continuous irritation, which sets up a catarrh to which the name of bronchitis is given. Another, though less frequent, cause is the taking of children from hot rooms directly into the open air on a winter's day or a winter's night. This is especially likely to induce bronchitis in a child who is usually coddled and spends an insufficient amount of time in the open air every day. The importance of correct feeding as a preventive of bronchitis is obvious when we learn that about seventy per cent of the cases of bronchitis in infancy are associated with rickets.

When an actual acute attack of bronchitis presents itself, active treatment is called for. Much depends on the season of the year as to the treatment to be followed. In summer, if the weather is fine, it is well that the child, properly clothed, should spend much of every day in the open air, and the remainder of the day in warm yet well-ventilated rooms. In wintertime the air of the room should not exceed 65 degrees F., nor should it fall below 55 degrees F., but it is very important that the air should at all times be kept fresh. The child should be kept in bed; not only is it thus more easy to keep the body warm without getting the room stuffy, but the perfect rest thus obtained throws less work on the respiratory system. During the acute stage of bronchitis the diet should be very light, principally liquid. Warm drinks, such as milk and barley water, thin soups, barley water flavored with lemon, or linseed tea, may be given freely. Nothing should be allowed to constrict the chest, as it is important that no further obstruction should be offered to the breathing.

In the way of medicines it is well at the beginning of the attack to give a dose of some purgative. In the majority of cases it is very doubtful if any further medicines are helpful. Should the cough be very troublesome and spoil the night's rest it may be necessary to relieve the irritation, but this should be done by the prescription of the doctor. It should be remembered that the cough is only an accompaniment of the disease, and not its cause. It is, indeed, a natural process, intended to afford relief to one of the symptoms of the disease. It is always a mistake to check natural processes of cure unless they are so energetic as to show signs of doing more harm than good.

When the acute stage of bronchitis is over, everything possible should be done to restore the strength and vitality of the patient. If at all feasible, some weeks should be spent in the country or by the seaside, the greater part of every day being passed in the open air. Moderate exercise should be taken, care being used, however, to avoid over-fatigue. A light, nourishing diet is called for, and it is important that this include a liberal allowance of fat. Among the most valuable forms in which this fat can be given are milk, cream, butter, and cod-liver oil.

BUMPS AND BRUISES

These are perhaps the commonest injuries which young children receive. A slight bruise ordinarily requires no treatment and is forgotten in a few minutes, although the discoloration of the skin may remain for some time. If the injury is more severe, clothes wrung out of very cold or very hot water, or cracked ice wrapped in a cloth, may be applied to the bruise. Either alcohol, arnica, or witch hazel, each diluted with water, may be used upon a bruise.

If the skin is broken, it should be treated as a wound.

BURNS AND SCALDS

Burns are produced by dry heat, such as a flame or a hot iron, while scalds are due to moist heat as, for example, steam or hot water.

When the clothing is on fire, the best way to extinguish it is to wrap the person in a blanket, overcoat, mackintosh, or a rug or piece of carpet, and smother out the flames. If the person is alone, he should wrap himself up in a similar way or roll on the floor.

§2. TREATMENT OF SLIGHT OR SMALL BURNS OR SCALDS

As soon as the injury is received, plunge the part in cold water, preferably ice water. This checks the action of the heat and instantly stops the pain. If boiling water or soup is spilled over the leg or foot, do not wait to remove the clothing but thrust the entire part into a bucket of water or pour cold water freely over it. Keep submerged in cold water, or covered with a cold-water dressing, which is frequently renewed for twenty minutes to a half hour, depending upon the severity of the injury. Then apply a permanent dressing. There are many ways of treating burns, all of which have their advocates.

A very satisfactory dressing is plain vaseline, This is spread with a knife on clean pieces of old muslin, gauze, or similar material, just as butter is spread on bread. The prepared cloth is then cut into strips and the strips laid on the burns "buttered" side down. Use several small strips rather than one large piece, as the smaller layers come off more easily when the wound is redressed. A thin layer of cotton may be applied over the muslin or gauze to protect the part from injury, and the entire dressing held in place by a suitable bandage. Never, under any circumstances, apply cotton directly to the burn. It will stick to the surface of the wound and cause great pain and interference with the healing process when it is removed.

Blisters may be opened by a needle, the point of which has been passed through a flame. The dressings should be renewed in twenty-four hours. In the absence of vaseline, sweet oil, olive oil, castor oil, nujol, or carron oil may be used. In emergencies automobile grease or cylinder oil may be used, but always put the medicine on the dressing and then lay that on the wound rather than to attempt to spread the medicine on the surface of the burn itself. Carbolized vaseline should never be used on a burn, as the carbolic acid, if of any considerable strength, is apt to cause extensive sloughing of the part and deep ulcers, which are extremely difficult to heal. The picric-acid treatment for burns has been highly recommended and is much used, but its use should be restricted to limited burns of a rather mild degree. Some first-aid kits contain picric-acid gauze, which is first wet and then applied as a compress. Carron oil was formerly much used and is composed of equal parts of linseed oil and lime water. It is not as good as vaseline and has the objection of soaking through the dressing and soiling the bed or clothing.

In any but small superficial burns, medical attention and hospital treatment should be sought as early as possible, for severe extensive burns carry three serious dangers:

1. Shock, superinduced by pain and the absorption of poisonous products of destroyed tissue cells, may, in the case of extensive injury by burning, be fatal unless promptly combated by modern surgical resources.

2. Scarring, followed by contractures, where the burn is deep, may interfere with the future function of muscles and joints in serious degree.

3. Similar scarring may result in most distressing permanent disfigurement.

CATARACT

Always remember that the eye is a very delicate organ, one which even a general practitioner will hesitate to treat when a specialist is at hand. Therefore, be careful in all manipulations about the organ, and remember that gentleness and cleanliness are absolutely necessary in handling it.

A cataract is an opacity of the lens of the eye. It eventually destroys the vision. It is generally due to old age, but may occur in younger people from injury. The only treatment is surgical. Therefore, all cases of eye injury, even if apparently only slight, should be treated by a competent eye specialist as soon as possible.

CATARRH OF THE BLADDER

INFLAMMATION of the bladder is characterized by uneasiness and a sense of pain over the bladder, with a constant desire to urinate. The urine is passed in small quantities, and there is continual pain and a sensation of burning in the urinary organs. There may be a considerable amount of mucus mixed with the urine, and in some cases pus or blood.

Treatment: Put patient in bed. In acute cases it will be of great service to give warm hip baths and use poultices or a hot-water bag over the bladder. The quantity of urine may be increased and made more bland by giving large amounts of water. Similar symptoms may be caused by other diseases of the urinary tract, such as stone in some part thereof, or inflammation of the cavity of the kidney. Any case presenting such symptoms should be referred to a physician.

CHAFING

CHAFING is a redness or irritation of the skin appearing usually in the folds of the skin or on surfaces that rub or touch. It is frequently found in fat babies. Chafing may also occur on the buttocks if wet diapers are not changed frequently enough, if the skin is not carefully cleansed and dried after a bowel movement, or if the soap has not been carefully rinsed out of the diapers.

Cleanliness is therefore of primary importance in preventing this condition.

A dusting powder of boric acid and starch or cold cooked starch paste may be freely used on the chafed skin, and pieces of soft linen may protect the sensitive surfaces. Little or no soap should be used. Bran may be put into the water used for bathing, or oil instead of water may be used for cleaning the irritated skin.

CHICKEN-POX

By THERON W. KILMER, M.D.

(With additions)

CHICKEN-POX is one of the common diseases of children, and is infectious, generally affecting all the children in a family. It is known in some parts of the country as "glass-pox," from the appearance of the rash when fully out, when it resembles little, transparent glass beads scattered all over the body. The disease takes about a fortnight to appear after infection, and the first symptom is the rash, the child generally feeling quite well. The rash in its early stage takes the form of red spots, but in about three or four hours, these become raised and filled with clear fluid, like blisters. They sometimes become as large as peas. They are most frequent in those places which are subjected to pressure. The day after the rash appears, the temperature sometimes rises a little, and the child seems feverish, but the temperature rarely rises above 101 degrees F. The fluid in the spots begins to dry up on about the third day of the illness, leaving brown crusts, and these fall off of themselves in the second week. They leave no scar, except in cases in which the spots have been scratched, when a white mark will be left. The rash does not all come out at the same time, a day or two often elapsing between the first spot seen and the final development, so that the marks are left for varying periods.

The period of infectiousness is long, and a suspect should be isolated for about three weeks. The treatment is very simple. The child should be isolated or kept in one room away from other children, to prevent the disease from spreading. The diet should be light and the patient should be kept in bed until the vesicles or "pocks" have dried into scabs, and the temperature has fallen to normal. The child should not be allowed to scratch the pocks, or there will be danger of permanent scarring; the irritation, if severe, is much relieved by sponging the skin with a solution of boracic acid in tepid water, of a strength of ten grains to an ounce of water. When vesicles burst they should be smeared with a little zinc ointment. No drugs are called for.

Chicken-pox may be distinguished from smallpox, which it resembles in some ways, by several points. First, chicken-pox is rarely seen on the face or on the palms of the hands and soles of the feet, while smallpox is always seen there at an early stage; secondly, the spots themselves differ considerably. Thus the spots in chicken-pox collapse if pricked, as the fluid is all contained in one blister or "bag," while in smallpox the fluid in the spots is contained in a blister consisting of several compartments, so that on pricking only the one pierced collapses, leaving the spot still raised from the surface of the skin. The chicken-pox spots become raised and blistered almost at once, but those of smallpox take longer to develop. Chicken-pox very rarely attacks adults.

CHOLERA INFANTUM

A DISEASE of young children, caused by bacteria taken into the stomach with food. It is extremely dangerous.

Symptoms: Vomiting, diarrhea, high fever; the discharge from the bowels is watery and greenish in color, with offensive odor. The irritability of the stomach causes food to be rejected. The

strength is rapidly lost and the baby cries from pain in the bowels, and often passes into a half-unconscious state, from which it may never recover.

Treatment: Call the physician. Begin treatment by giving 1 teaspoonful of castor oil. This is for the purpose of expelling the infected or fermented food from the bowels. Restrict the diet for 24 hours; give plenty of water and use hot applications over the abdomen. If the fever is high, sponge the child with alcohol and water. The resumption of feeding must be very carefully done under a physician's direction.

COLDS

Babies are frequently the victims of cold in the head, because of their thoughtless exposure to some one suffering from this complaint. All colds are contagious and isolation of the baby from them is necessary, if spreading is to be prevented. Infection is usually contracted from the sneezing or coughing of some careless person or by unclean hands and handkerchiefs. Too warm living or sleeping rooms, too heavy clothing, too little outdoor air, or exposure and chilling, or enlarged adenoids help to make young children susceptible. Since many of the contagious diseases begin with sore throat or a running nose, it is important to isolate all babies with colds.

If the mother has a cold she should make every effort to protect her baby from taking the cold from her. She should wash her hands thoroughly before handling the baby or preparing his food. If she is nursing the baby she should cover her mouth and nose with four thicknesses of cheesecloth or surgical gauze while the baby is at the breast or while she is bending over and caring for him.

Colds in the head cause difficulty in breathing. Two or three drops of liquid vaseline in the nose three or four times a day help to keep the passages clear and make breathing easier. Rest in bed is an essential part of the treatment of every bad cold, but the room should be well ventilated and not overheated.

COLD SORES AND FEVER BLISTERS

This malady, sometimes also called "canker sore" and known medically as stomatitis, consists of a blister, which ruptures and leaves a grayish ulcer with red edges that appears on the tongue, the gums, the inner sides of the cheeks, or the lips. When on the lip it often is the accompaniment of a cold or another contagious disease, or indigestion. With infants it sometimes comes from unclean nipples or other objects that come in contact with the mouth. One or two teaspoonfuls of rhubarb-and-soda mixture, three times a day, is a common remedy. A paste of bicarbonate of soda and cold water is soothing. It may be used twice a day. Camphorated vaseline is also useful. The diet should be mild, and if the child is young and the refusal of food is evidently due to the soreness of the mouth, soft milk-toast is recommended. If the trouble does not quickly disappear the doctor should be called. This is not a disease, but a symptom of either local infection with certain bacteria, or spores, or of some systemic disturbance.

COLIC

Colic is due to the pressure of gas in the stomach or bowels, due to disturbance of digestion. The diet should be carefully studied, as not infrequently this is the source of the trouble. The treatment of the immediate symptoms consists in getting rid of the gas. Holding the baby over the shoulder with a bag of warm water pressed against his abdomen or gently rubbing the abdomen will help to raise the gas. A little hot water and a pinch of soda bicarbonate may help. One or two small injections of warm water in the rectum by means of a small bulb syringe may give relief. The baby should be kept warm, especially the hands and feet.

CONSTIPATION IN BABIES

Constipation may occur in both breast and bottle-fed babies. It is due to a variety of causes, but can usually be overcome by training and change in diet without the use of drugs. The correction of this condition often requires the treatment of constipation in the mother.

Training to establish the habit of a regular daily bowel movement cannot be begun too early in infancy. Many mothers have this regulated after the second month, and it is a most important measure in the prevention of constipation. Constipation is also helped by plenty of water. The older the baby, the more important it is that he should drink water, or take it from a nursing bottle. Water should be offered to a young infant at least once or twice a day, a few ounces at a time; a year-old baby should take 6 to 8 ounces a day. Drinking water should be boiled and cooled.

Fruit juice, such as orange juice and prune juice, will help very much in making a soft movement. Cereals, especially oatmeal and graham gruel, and vegetable and fruit pulp, are also laxative.

If an infant does not have a movement for forty-eight hours it may be necessary to resort to temporary measures for relief.

Massaging the abdomen gently with a rotary movement just before the time for a bowel movement may be beneficial.

A simple and effective massage for emptying the lower part of the large intestine is carried out as follows:

Place the balls of the fingers in the lower right-hand portion of the abdomen moving them upward by a series of circular movements to above the navel on the right side, then carry the movement across the abdomen just above the navel to the left side and end by passing down on the left-hand side and over to the middle line low down.

An enema or injection may be given. For this purpose prepare warm soapy water, using a mild white or Castile soap and a bulb syringe holding from one to three ounces. To fill, squeeze the bulb, while holding the nozzle under water; when the bulb is released it will fill with water by suction. Let the baby lie on his back across the mother's lap, or on a table, having the buttocks somewhat elevated by means of a folded towel placed under the hips. This position will cause the water to run up into the bowel more readily and the towel will serve to catch any drip. Grease the nozzle of the syringe with vaseline. Lift the baby's legs with the left hand and with the right introduce the nozzle into the rectum for about one inch, directing it toward the back, and slowly expel the water from the bulb. This causes the baby little or no suffering, if gently and slowly done, although if he is badly constipated, the starting of the movement may be somewhat painful. When the liquid has been injected, remove the nozzle and press the towel against the opening of the bowel to retain the water until the baby can be placed over the chamber. As the water sometimes comes away as the nozzle is withdrawn, the mother's clothing should be well protected. Use two or three ounces of warm soapy water, and repeat, if necessary.

Soap or other suppositories may be used instead of an enema. Neither enemas nor suppositories should be used over long periods of time, as irritation of the rectum may result.

If the constipation is especially severe, one to two tablespoonfuls of warm olive or sweet oil may be used instead of the soapsuds. This may be given at night and retained.

Mineral oil, which is not absorbed but which acts as a lubricant of the bowel, may be given safely to young infants in teaspoonful dosage once or twice a day. Milk of magnesia, one-half to two teaspoonfuls, may be given if preferred until the constipation is regulated. The magnesia may be put in the bottle-feeding or given from a teaspoon just before the breast or bottle-feeding. castor oil should not ordinarily be used as a laxative, as its after effect is constipating.

CONVULSIONS

Convulsions always terrify mothers, but fortunately are not usually serious. Most convulsions are not due to disease of the brain or nervous system, but are caused by undigested food in the stomach, or bowels, or from the absorption of poisons from the intestinal tract. Convulsions appear most often in early childhood and in children suffering from nutritional disorders. They are also frequent at the beginning of acute infectious diseases. As the condition may be serious, a physician should always be sent for. While waiting for him to arrive the baby should be undressed and put into a bathtub of warm water. Great precaution should be taken, however, not to have the bath too hot. Many babies have been seriously burned because the mother, in her excitement, used too hot water for the bath. The temperature of the water should be taken with a bath thermometer, and should not be over 105 degrees F., or, if tested by feeling, the elbow should be used for the purpose, as it is more sensitive than the hand. An ice-cap or cold cloth should be kept on the baby's head. The child should be disturbed as little as possible, and should be put to bed when the twitching subsides.

If the doctor does not come, the baby should be given an enema and the bowels thoroughly evacuated. The enema should be repeated until the bowels are emptied. If it is known that the child has been eating unwisely, a dose of castor oil (from one to three teaspoonfuls) may be given. A child should stay quietly in bed for several days after a seizure of this kind; he should be given nothing but water for the first twenty-four hours, and should have his food considerably reduced for several days.

CROUP

Babies and young children not infrequently have croup. The attack usually comes on suddenly at night when the baby who went to bed apparently perfectly well wakes up with harsh, noisy breathing, or a dry, barking cough, and some difficulty in breathing. The child is usually

frightened and his fright increases the symptoms. Croup of this simple or catarrhal nature may be mistaken for diphtheritic or membranous croup, which is a most dangerous disease. The symptoms in diphtheritic croup usually do not develop suddenly, but there is a gradual loss of voice, and the symptoms grow progressively worse and do not yield to simple measures of relief. Death follows diphtheritic croup from obstructions unless antitoxin is given early and the child is under constant medical supervision. In all cases of croup a physician should be consulted and in every case of doubt a culture should be made to ascertain the presence or absence of diphtheria germs.

In simple croup the greatest relief is obtained by keeping a tea-kettle boiling in the room near the child; a tent made with a raised umbrella and a sheet thrown over it is placed over the child; and the steam from the kettle is introduced under the tent by means of a long horn of stiff paper fitted into the spout of the kettle. This improvised croup kettle should be kept going until some relief is obtained. Great care should be taken to prevent scalding the baby. The baby should not be left alone while the kettle is boiling. Hot or cold compresses over the throat may also be helpful. If the child's breathing becomes too difficult, vomiting should be induced by giving a half teaspoonful of syrup of ipecac, which may be repeated in fifteen minutes if vomiting has not occurred.

The day after the attack the child should be kept quiet and in bed, and the diet should be very simple for several days. The air in the sleeping room of a child having croup should be kept warm and fresh.

CUTS (WOUNDS)

WHENEVER the flesh is broken it is wise to apply tincture of iodine as soon as possible to the break and cleanse the part about the wound with clean boiled water. Iodine is painful, and may be replaced by a 2% solution of "mercurochrome—220, solution," which is effective and painless. Washing out the wound first with hydrogen peroxide or water is a bad plan, for germs from the surrounding parts are likely to be carried into the depth of it.

In large cuts, wounds, or burns the importance of keeping the injury clean and free from germs is even more urgent. The clothing should be cut away from the injured part and the wound exposed to the air. After the bleeding is controlled by means of pressure on the adjacent blood vessels, the wound may be covered by a sterile dressing or left exposed to the air, which cannot injure it, until the dressings are prepared. Such an injury must be handled as little as possible until the hands of the attendant can be sterilized by scrubbing them with hot water, soap, and a scrubbing brush for five minutes and then soaking them several minutes in an antiseptic solution. All dishes or instruments used at the dressing should be thoroughly boiled before using. If a sterile gauze dressing or compress cannot be obtained, gauze or cotton cloth to be used in covering the wound must be boiled in clean water before being applied. The wound then should be covered and bandaged. An antiseptic dressing may be used for cuts or other wounds, but if care has been taken not to infect them, healing will follow the use of any sterile protective dressing.

The injured part should be kept at rest and daily dressing should be made under the strict aseptic precautions described above.

DIABETES

DIABETES, or diabetes mellitus, is not a disease, but a symptom of a morbid condition of the body, in which the system is unable to utilize properly the carbohydrate portions of the food, and as a result sugar is retained in the blood and passed out in the urine. It consists in sugar-starvation. "The seat of the disorder," as explained by Dr. Henry Rawle Geyelin, "is in the pancreas, commonly known as the 'sweetbread' which is situated just below the stomach. It connects by means of a duct with the intestine. Among the various functions that the pancreas performs to keep us healthy is the secretion into the blood-stream of a substance which causes sugars and starches (carbohydrates) to be burned or used up. When this power of the pancreas is lost, partly or wholly, diabetes is the result.

"There are, of course, mild forms of the disease, such as one finds most frequently in older people, where the loss of this substance from the pancreas is only slight; but in children the loss of the pancreatic power is either complete or nearly so, and therefore diabetes in children is much more severe."

The discovery of the remarkable means for alleviating this dread disease, known as insulin, in 1922, by Dr. F. G. Banting and Dr. J. J. R. MacLeod, of Toronto, is rightly regarded as one of the great medical triumphs of all time. It came about through animal experimentation. "It was found," states Ernest Harold Baynes, the naturalist, "that when the pancreas of a dog is removed, the animal at once develops acute diabetes and usually dies of that disease within three or four weeks. Under the microscope the pancreas is seen to be studded with countless little bodies,

known as the islands of Langerhans, after the German scientist who discovered them. It was found that these islands secrete a substance quite different from that secreted by the rest of the pancreas, and that it is the absence of this substance, not the absence of the pancreas itself, that causes diabetes. A method was devised for obtaining an extract from these islands of Langerhans, and it was found that when this extract was injected into a dog whose pancreas has been removed it did not die, but got well and continued to be well as long as it was given injections of this extract. After these injections had been proved to be safe by repeated experiments on dogs, they were tried on human patients with startling beneficial results. Even when the disease is of long standing, when the patient has reached the very last stage and is in the coma that immediately precedes death, injections of this extract, now known to the world as insulin, will often bring him out of the coma, snatch him from the very jaws of death, and restore him to health.

"One of the most striking effects of the work was the result of the use of the remedy in the diabetes of children. This condition had previously been considered invariably fatal. Now the child may be treated satisfactorily. The drug is not in the usual sense of the word a "cure" for diabetes, but it can be said that as long as insulin is continuously and properly given, patients suffering from diabetes may for an indefinite period of time be kept free from all symptoms or deleterious signs of the disease."

DIARRHEA

ALTHOUGH serious attacks of diarrhea and dysentery may occur in any season, they are much more common in warm weather. Breast feeding, good hygienic surroundings, pure milk supply, and knowledge of the proper methods of artificial feeding and the care of young children are the effective means of preventing this condition.

Whenever a young child has watery stools, or mucus and blood in his stools, a physician should be called at once. No food should be given until his arrival. Boiled water should be given frequently but in moderate quantities. The rapid loss of weight, which is a marked feature of the disease, is largely due to loss of water, and therefore the giving of water is necessary to replace this loss.

A slight diarrhea or a number of loose, undigested stools in the artificially fed baby who is doing well calls for an immediate reduction in the food. A safe rule is to dilute the food by pouring out half the next bottle and filling it with boiled water, or, if the food is not made up, by taking only half as much milk and sugar as have been given, and making up the total with boiled water or cereal water. The doctor should be notified.

If no physician is available, and if the loose movements continue, one small dose of castor oil, one or two teaspoonfuls, should be given and the baby allowed no milk for twenty-four hours. Boiled water or cereal water should be offered at frequent intervals. This is usually sufficient for simple diarrhea. The return to milk should be made gradually, and at first the milk should be skimmed and boiled for five minutes. The mixture should be started at one-half the previous strength.

Over-feeding may cause diarrhea, and is remedied by lengthening the interval or reducing the strength of the mixture.

Where spoiled food is suspected as a cause, a single dose of one or two teaspoonfuls of castor oil may be given. Diarrhea should always be considered a serious condition in bottle-fed babies, and should therefore be treated by a doctor.

Milk from cows fed from fresh ensilage or alfalfa hay, etc., may cause sudden diarrhea in infants and small children.

DIPHTHERIA*

By George H. Weaver, M.D.

DIPHTHERIA is one of the best understood of human diseases. We know its essential cause, how it operates and the manner of natural recovery. We know how the disease is spread and are able, by a simple test, to determine which persons can contract it if opportunity occurs. We are able by harmless measures to protect the susceptible ones from the disease. If infection has occurred we possess a remedy which, if administered promptly, will bring about a return to former health in practically every case.

In spite of all this, diphtheria continues to be one of the most dreaded diseases and a leading cause of death among children.

Diphtheria is caused by the diphtheria bacillus, which is a microscopic rod-shaped vegetable organism sometimes called a germ.

When a person contracts diphtheria, the bacilli usually locate on the tonsil, and as they grow there they elaborate their special poison or toxin. This poison first irritates the tonsil, and as a result redness, pain, and swelling occur.

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Because of further injury to the surface of the tonsils there appear white spots, which soon unite to form a larger membrane. This is often spoken of as a pseudo-membrane or false membrane, and as a diphtheritic membrane.

As the bacilli continue to grow beneath this membrane, more toxins are produced and they enter the lymphatics and cause a swelling of the neck. They soon enter the blood and are carried to all parts of the body. In this way they reach and damage the heart, kidneys and nervous system. If the injury inflicted on these vital organs is sufficient, death results.

§2. How the disease begins

Diphtheria usually has an insidious beginning. There is at first a moderate fever, slight general depression with indisposition to play, redness of the throat, and loss of appetite.

At this time the child does not usually complain of a sore throat, and the parents think the child has a cold or is "upset" from some cause. The soreness of the throat is not so marked as in tonsillitis or at the beginning of scarlet fever.

Soon one or both tonsils become enlarged, and on the surface there appear whitish spots which quickly enlarge and unite to form a false membrane. This false membrane at first is white and semitransparent, but it rapidly thickens and increases in size by extension at the edges. It soon assumes a yellow or gray or even blackish color.

This membrane soon extends from the tonsil to the adjacent soft palate, covers the uvula, the second tonsil and the back of the throat. From here it often goes upward into the nasopharynx and forward into the nose. With the extension to the nose, an irritating, bad-smelling discharge from the nostrils appears.

For this spreading, three or four days may be required. About this time the process often extends downward into the larynx, making breathing difficult, and from there to the trachea and bronchi, often terminating in pneumonia. The picture of diphtheria which we have attempted to paint represents the disease as it occurs at the present time when uninfluenced by antitoxic treatment.

§3. Recognize diphtheria by cultures

Since diphtheria is always caused by diphtheria bacilli, no case is certainly known to be diphtheria unless their presence is demonstrated. The final test in the diagnosis of diphtheria is the finding of the specific bacillus in the local secretions. Bacilli are usually readily demonstrated by means of culture.

In making the culture, a little of the secretion from the tonsil or elsewhere is collected on a small sterile cotton swab. This is spread over the surface of a special culture medium in a glass test tube or tin box, which is then kept at the temperature of the body for twelve to twenty hours. On the surface of the medium the diphtheria bacilli multiply rapidly and are recognized under the microscope. When diphtheria bacilli are found, the culture is spoken of as positive; when not found, as negative.

The use of throat and nose culture has great value. It makes possible the recognition of mild cases of diphtheria which might otherwise pass for tonsillitis, and also the early identification of cases of diphtheria which might be mistaken for other conditions.

The making of cultures from every sore throat at the onset is a desirable procedure. Many cases of diphtheria can be almost certainly recognized without cultures by the appearance of the throat, and every case which has a suspicious appearance should be treated as diphtheria and the administration of antitoxin not delayed.

§4. How diphtheria is spread

Every case of diphtheria has its origin in a preceding case, either directly or indirectly. From the nose or mouth of the person with diphtheria the bacilli are passed on to other persons. The mode of this passage is variable.

Sometimes small particles of infective secretion are thrown into the air by the patient in coughing or hawking. These particles may be inhaled by persons near by and lodge in their noses or throats.

More often the infectious secretions are carried by some object from the patient to others. Anything which is contaminated by the secretion of the patient may serve this purpose. Among such objects we may mention clothing, handkerchiefs, pencils, toys, eating utensils, and pet animals.

The hands of those who care for the sick may carry the infectious material to themselves and others, and may also contaminate foods and other materials which in turn convey the infection to a third person.

Direct contact by kissing has been the means of transferring diphtheria to many mothers from sick children.

Epidemic outbreaks of diphtheria have been produced by milk which was contaminated by diphtheria bacilli.

Persons who are not susceptible to diphtheria may still receive the bacilli into their throats and

noses and harbor them for some time, but without any sign of disease. Such persons are spoken of as "diphtheria carriers." The "diphtheria carrier" being well and perhaps never having been sick is a fruitful source of innocent spread of diphtheria.

§5. SCHICK TEST TELLS WHO WILL TAKE DISEASE

IT HAS long been known that certain persons do not contract diphtheria when abundantly exposed. Such persons are said to be immune or not susceptible. Until recently there has been no method of determining whether an individual is susceptible or immune.

This is now possible by a simple, harmless test which was devised by Schick, of Vienna, and is known as the "Schick Test." It consists of the injection superficially in the skin of a minute amount of diphtheria toxin. A slight redness follows in the susceptible and none in the immune person. By this test it is possible to determine what persons in a group will have diphtheria if an opportunity occurs and what ones will not.

In New York City large numbers of school children have been given the Schick test. It has been found that in schools attended by the children of more well-to-do parents 50 to 70 per cent of the children gave positive reactions and were susceptible to diphtheria, while in schools in crowded sections of the city only 16 to 25 per cent gave positive reactions. In the country districts the percentage of susceptible children is very high.

§6. ANTITOXIN USED IN TREATMENT

MEDICAL science throughout the civilized world recognizes diphtheria antitoxin as the only essential agent in the treatment of diphtheria.

It is evident that the most important thing in the treatment of diphtheria is the administration of the antidote, diphtheria antitoxin, in sufficient amount at the earliest moment. Damage to the body produced by the toxins before antitoxin is given is not undone by the antitoxin. The extent of this initial injury before sufficient antitoxin has been given determines largely whether the patient will recover promptly or after a long, tedious convalescence. Deaths multiply with each day the antitoxin treatment is delayed.

§7. THE EARLIER THE TREATMENT THE BETTER

GIVEN the first day of the sickness, practically every patient recovers promptly; given the second day most patients recover; but given still later, a considerable number of patients recover only after a protracted convalescence or they die.

It is important that the amount of antitoxin given shall be enough to neutralize the toxin in the circulation quickly. The experience and judgment of the doctor enable him to estimate the dose suitable to each case. The earlier the patient comes under treatment the smaller the dose. If the subsequent course of events indicates that the initial dose was too small, more should be given after 12 to 20 hours.

No ill effects are known to follow the administration of an excess of antitoxin, and it is safer to give more than may be needed rather than just enough. The dose of antitoxin is measured in units. A moderate dose is from 5 to 10 thousand units, a full dose is from 20 to 30 thousand units. Some patients are benefited by amounts up to 100 thousand units.

To those who remember the course and treatment of diphtheria in preantitoxin days, the effects of antitoxin are simply marvelous. Then the throat was treated at frequent intervals with swabbings, gargles, and sprays. This was specially harrowing in children who resisted every effort. Most patients with laryngeal diphtheria died in spite of all physicians could do, and many required operations to prevent their dying from suffocation.

Now a few hours after antitoxin is given the aspect of the patient is entirely changed, and this with no local treatment at all. The swelling of the neck and throat subside, the membrane begins to peel off, color returns to the pasty cheek, the pale lips become red again and the little patient who was struggling for breath a few hours before falls into quiet sleep.

If persons have not received antitoxin early, the complications which follow must receive appropriate treatment.

§8. CHILDREN MAY BE MADE IMMUNE

YOUNG children who must remain in a house with a patient with diphtheria under circumstances which make perfect isolation difficult or impossible, may be given protection for about a month by the injection of a small amount of diphtheria antitoxin.

Recently a method of vaccination has been found for diphtheria. The process consists in the hypodermic injection of a mixture of diphtheria toxin and antitoxin at intervals of about a week. Of 100 persons susceptible to diphtheria who are given these injections, 80 to 90 become immune within a few weeks. Most of the remaining ones become immune on a repetition of the injections. This process has been used in many places and

always with the same satisfactory results.

Injections are advised in children as early as possible after six months of age is reached. They cause almost no discomfort and are followed by no untoward effects. Protection secured in this way lasts several years and often perhaps during life. Children are thus protected against diphtheria during the years in which it is most likely to occur and in which it is most fatal.

When children are over five or six years of age, only those who are susceptible to diphtheria, as determined by the Schick test, should be given the injections. It is important to remember that the protection which follows the injection of diphtheria antitoxin occurs at once, in a few hours, but is transient, only lasting three or four weeks; while the protection which follows the injection of the mixtures of toxin and antitoxin only appear after several weeks or months, but is then permanent. The former can be used to secure protection in instances of immediate danger, the latter as a protection against infection at some future time.

§9. WAYS TO AVOID DIPHTHERIA

Some of the things which seem important in overcoming the prevalence and destructiveness of diphtheria follow:

1. Examination of the child's throat whenever he is not well.
2. The immediate summoning of a doctor when a child has a sore throat, swelling of the neck, or any croupy condition with hoarseness.
3. The making of culture from the throat at the first visit of the doctor.
4. Administration of antitoxin whenever there is any condition even remotely resembling diphtheria, without waiting for the results of cultures.
5. Protection by an injection of antitoxin of children who are intimately associated with others who have diphtheria.
6. Immunization of all children over six months of age with toxin-antitoxin. If the first injections are not followed after three months by a negative Schick test, the injections should be repeated.
7. Pasteurization of all milk used by children.

DOG OR OTHER ANIMAL BITES

Dog bites are of frequent occurrence. There is as much danger of blood poisoning as of the much-dreaded hydrophobia. The bite of any animal may result in blood poisoning, which is due to the decomposed secretion from the mouth, to the unhealthy condition of the animal, which may be suffering from some disease, or to decomposed food adhering to the teeth. All wounds produced by bites (even human) should be promptly attended to.

Treatment: Enlarge the wound if necessary, to produce a free flow of blood. Cleanse thoroughly with an antiseptic solution. Dress with clean gauze and bandage.

Have the animal which bit the patient kept, if possible, under restraint and observation for some time; if any evidence of illness develops in the animal, have him killed, and a postmortem examination made of his brain and spinal cord; or have these latter measures carried out immediately after his biting the patient. If signs of hydrophobia are thus found in the animal, antirabic serum administered to the patient will protect him from the disease.

EARACHE

Earache is due generally to infection of the "drum" of the ear by extension from the throat in colds and chronic catarrhal conditions due to adenoids. The pain in the ear may be severe and in a child is often indicated by screaming and putting the hand to the side of the head. Hot compresses or a hot-water bag often relieve the pain. If such simple measures do not give relief, a physician, preferably an ear specialist should be called, because prompt cutting of the drum-membrane to let the inflammatory matter out will relieve the pain, hasten recovery, prevent permanent damage to hearing, and lessen the danger of mastoid bone disease. Nothing should be put in the ear except under a doctor's order, as more than good may result.

ECZEMA

A variety of skin disorders, common in infancy, are grouped under this general name. Certain children show a tendency to eczema from birth. Any irritation caused by tight clothing, dirt, mucous discharges, or strong soap may cause redness or an eruption, which may either ooze moisture or be covered with crusts. By removing the local irritation the skin trouble may be entirely cured. Eczema may come and go, but it is always increased by uncleanliness and unhygienic living conditions.

Eczema may occur in both breast and bottle-fed babies. These children may be small and delicate from birth, but most frequently large, fat babies are the ones affected by this disease. Eczema seems to bear a definite relation to overfeeding, especially with mixtures containing too much fat or sugar.

If a breast-fed baby has eczema, do not wean him, but give him a little warm water just before nursing and lengthen the interval between feeding and shorten the nursing period.

Bathing with soap should be given up entirely, and the use of water has to be omitted in severe cases, cleaning the skin with oil instead. Bran baths are very soothing.

The diet and local treatment should always be directed by a physician, as children with eczema have to be carefully treated for a long time.

Scratching must be prevented and usually some restraint of the hands is necessary to accomplish this. A starched cuff or tube made of cardboard or other stiff material to prevent bending the elbows may be fastened in the sleeves which are pinned to the sides to prevent the hands from reaching the face. White mittens or stockings on the hands may also be found useful.

ERYSIPELAS ("ST. ANTHONY'S FIRE")

Erysipelas is an inflammation of the skin. It usually begins with a chill, followed by a high fever. It is a complication of wounds, but is more frequently developed without any apparent injury. A large majority of cases begin on the face, usually on the nose, first as a small red spot, which is soon elevated above the surrounding skin, and gradually or rapidly spreads over the face and ears, and not infrequently over the entire hairy scalp; sometimes over the neck and chest, and occasionally down the back and to other parts of the body. The skin is red, hot, painful, and swollen, and blisters frequently form. The swelling may be most marked about the eyes and ears, the eyes closed, and the patient's features changed and distorted to such a degree that the appearance once seen will not soon be forgotten. The disease, if limited to the face and scalp, usually runs its course in a few days or a week, but sometimes before the face is healed red spots appear on other parts of the body and the case may be prolonged. Abscesses beneath the skin are not uncommon.

Besides the symptoms already mentioned there are headache, loss of appetite, coated tongue, frequent vomiting, and in some cases delirium and marked depression.

The outcome is usually favorable, but no case should be neglected, as death is sometimes the result.

Erysipelas is only slightly contagious under ordinary circumstances, but persons suffering from wounds or scratches of the skin are very apt to be attacked. The patient should, therefore, be placed in a room by himself and his attendant should be a healthy person free from any skin injury. Wounds should be carefully dressed with antiseptic solutions to prevent the development of erysipelas.

The disease is self-limited, recovery usually taking place in from twelve to fourteen days. The bowels should be kept open and the strength supported by feeding the patient frequently—every two or three hours. The diet should be light and consist of milk, broths, puddings, etc., depending on the age of the child. If the temperature rises above 103 degrees F., the patient should be given a cold bath. The eyes should be frequently washed with a 4 per cent solution of boracic acid (boracic acid 4 parts, hot water 100 parts). Cloths wet with boracic acid may be also placed upon the skin.

FOREIGN BODIES IN THE EYE

One of the commonest of minor accidents is the lodging of foreign bodies in the eye. The pain caused by even a smooth and comparatively harmless particle resting on the sensitive surface of the eyeball is often severe, and should the object have sharp or cutting edges, it may become embedded in the eyeball, causing permanent injury. The best way of having the eye examined is turning the eye upwards while the lower lid is pulled down with the finger. This will be found to expose all the lower half of the eyeball. The upper half is rather more difficult to get at, but it may be almost completely exposed by turning the lid back over a small piece of wood or metal, such as a wooden match, while the eye is directed as far downward as possible.

The corner of a handkerchief wet with boric-acid solution, or a bit of absorbent cotton will be found effective in removing the object should it be merely lying on the surface. Should the particle have become embedded the matter is a little more serious and it is best to leave its treatment to a medical man. The removal will entail the use of a small lens, with which to locate the injury and possibly the application of a local anæsthetic, as the object will probably need to be actually dug out of the substance of the eyeball. When the foreign body has been removed the eye should be closed, covered with a damp pad of soft lint, and rested for a day or two. Even when the foreign body has been easily removed from the eye the eye should be washed with a boric-acid solution.

Certain forms of inflammation of the lids convey the impression of grit in the eye, this being due to the inflamed condition of the inner surface of the lids. Needless to say, the worst thing to do in any case of foreign bodies in the eye is to rub the eye (the first natural impulse) as this only

serves either to scratch the eyeball or to embed the object still more firmly in it. The eye should be half closed and allowed to "water" as it will, the flow of tears often carrying the object into the corner of the eye, and so out onto the cheek.

FOREIGN BODIES IN THE NOSE

Close one of the child's nostrils (the one *not* containing the foreign body) and try to make him blow his nose. Do not try to pick out the foreign body with a pin, hairpin, etc., as you will push it farther up his nose. It is well to take all these cases to the doctor, as much harm may be done by unskilful attempts to remove the foreign body.

FOREIGN BODIES IN THE EAR

When a child gets a foreign body of any kind into the ear the wisest thing is to take him at once to the doctor, as much harm may be done by those not well acquainted with the anatomy of the ear. When a doctor is not available, the best thing to do is to syringe the ear with warm water, unless the foreign substance is a pea or bean, which would at once commence to swell as the result of moisture, and would consequently cause great pain and become more difficult to remove. Should an insect get into the ear the head should be held over to the opposite side, and the ear filled with warm oil, after which the ear may be syringed with a little warm water.

FOREIGN BODIES IN THE THROAT AND STOMACH

If a child has swallowed something he should not, the services of the nearest doctor should be sought immediately, but if the foreign object fills the throat and the child is choking, slap him on the back. Hold his head down and squeeze the sides of his body together. If the patient is a child, he may be picked up by the feet and held suspended with the head downward, which may cause the object to fall out by its own weight.

Dr. Chevalier Jackson states that nearly 90 per cent of such cases are due to avoidable carelessness and he suggests the following precautions:

1. Foods for children, invalids, and aged persons should not contain such things as bones, watermelon seeds, orange seeds, lemon seeds, grape seeds, cherry, plum, prune, or peach pits, or stems of fruits.

2. Foods other than fish or birds should not be served, even to normal adults, with small bones. Fish and birds should be eaten with the utmost care as to the bones.

3. It is careless to serve food containing fragments of nut shells, egg shells, oyster shells, crab shells, and so forth, and to permit containers and utensils to contribute to the food such fragments as of egg-beaters, chips of enamel or chinaware, splinters of wood from flour or sugar barrels, and solder from tin cans. When a fruit jar or jelly glass breaks or chips in opening, the contents should be strained or thrown away.

4. Care should be taken when cooking or serving food to see that there are no loose pins or buttons in the waist that could fall into the food.

5. Hasty eating and insufficient mastication should be avoided as dangerous.

6. The chewing of pencils, toothpicks, grass stalks, straw, and the like, apart from the general objections, is a cause of foreign body accidents. Pencils are filthy things to put in the mouth anyway.

7. Children should be taught not to put inedible substances smaller than a spoon in their mouths.

8. Coins are filthy things to put in the mouth and may get lodged in the throat. Teething rings are objectionable, but a coin as a "tooth-cutter" is worse.

9. It is careless to allow a child to run or jump with anything, even food, in his mouth.

10. Babies should not be put on the floor to amuse themselves until after the floor is cleared of all small objects, such as tacks, seeds, and bits of coal.

11. Children's toys should be inspected for small loose parts, such as eyes, buttons, fragments of metal and wood.

12. Babies should not be allowed to play with corn (maize), coffee berries, seeds, small marbles, jacks, and the like.

13. Children under two years of age should never be given peanuts, peanut candy, or any other kind of nut candy. They cannot chew the nuts and are liable to choke on them and aspirate them into the lungs.

14. Don't set a bad example to a baby by holding a straight pin or safety pin in your mouth.

15. Don't bend over a baby or take it in your arms without making sure that there are no pins, needles, safety pins, buttons, or jewelry in your waist that could get into the baby's mouth.

FROSTBITE

Symptoms of frostbite: The frostbitten part becomes white and painful. The color of the skin changes later to dark red or purple and it

is sometimes covered with blisters which rapidly change to ulcerations. The frozen part becomes numb.

Treatment: The first steps are important. The patient must not be allowed to enter a heated room. A stimulant, as aromatic spirits of ammonia, 1 teaspoonful in half a glass of water, should be given at once, the patient carried to an unheated shelter, the frozen parts gently rubbed. The patient should be warmly covered. As frostbite may occcur in different parts of the body the whole body must be carefully examined. After this hot coffee, milk or tea should be administered. If the sensation of cold has left the patient, remove him to a moderately warm room (not too warm), dust the frostbitten parts with powdered bismuth subnitrate or boric acid, and cover with layers of wool or absorbent cotton. Be sure that the frostbitten part is entirely dry before applying any powder, as moist gangrene might result, with great loss of tissue or death. It requires a surgeon to decide when to operate.

GERMAN MEASLES

See Measles

GOITER

Over-activity or under-activity of the thyroid gland usually causes it to enlarge, and when it is enlarged we say its owner has goiter. This disease is more prevalent among women than among men.

Goiters are of two general kinds—simple and toxic. Unless treated, simple goiter sometimes develops later into toxic goiter. In toxic or poisonous goiter the patient is nervous and irritable. There is muscular tremor, and although the appetite is excessive there is weakness and great loss in weight.

It is now pretty definitely established that simple goiter is due to an iodine deficiency or a lack of certain chemical elements found mostly in sea water and known in chemistry as halogens. These elements are iodine, chlorine, bromine, and fluorine. Of these iodine seems most important to the thyroid. Absence in the diet and in the drinking water of these chemical elements which the ocean yields abundantly causes disturbances in the thyroid and probably in other glands.

It is gratifying to be able to state that most of our goiter is simple goiter and the magic word is prevention. One leading authority stakes his reputation on the statement that "simple goiter is the easiest known disease to prevent."

The prevention of simple goiter, in goitrous regions, consists in the giving of a very minute quantity of iodine to the expectant mother all through the period of pregnancy and in carrying out a similar treatment among the young until they reach the age of seventeen and eighteen.

Let no one, however, from what has just been said, undertake self-treatment for goiter by the use of iodine. Iodine in goiter is like a two-edged sword and should be administered only by a competent physician after a careful study in each case, because there is one type of poisonous goiter in which iodine is extremely harmful.

GONORRHŒA*

Gonorrhœa is a contagious disease due to a specific bacterium, which may affect any of the mucous or serous membranes of the body.

While in the adult, and sometimes in children, it is spread by venereal practices, it is often innocently acquired by children.

Many forms of gonorrhœal infection may occur in children which are relatively rare, and so serious in nature and difficult of diagnosis as not to be properly discussed here.

There are three forms of frequent occurrence, however. When a child is born, if the mother have gonorrhœa, the baby's eyes become infected and a most severe inflammation results called ophthalmia neonatorum, or gonorrhœal ophthalmia of the newborn. It is so serious that it may impair or destroy the vision of one or both eyes. It causes eighty per cent of all blindness. The mother may not know of her own infection, but it is so prevalent in all grades of the social structure that in some sense no child is free from danger of exposure to it.

Recognizing this, the law of most states requires doctors, midwives, and nurses to treat *every* newborn baby's eyes immediately after birth in such a way as to prevent this disease. For it is almost wholly preventable by this measure, and parents themselves should see to it that the proper medicine is put in their babies' eyes, even if the laws of their particular states do not compel it, or their attendants neglect it.

Should this disease develop, however, manifesting itself by swelling of the eyelids, with oozing of creamy pus between the edges of the lids, cleanse the eyes very frequently with cold boiled boric-acid solution and keep the eyes covered each alternate fifteen minutes with small compresses moistened with the same solution, ice cold. Notify the physician at once.

Gonorrhœal infection of the outer genitals frequently occurs in girls in infancy and childhood

*Abstracted in part from "Abt's Pediatrics"; copyright, 1923. W. B. Saunders Co.

and is very contagious. It may show itself as a reddish irritation of the parts of the presence of a creamy discharge of pus therefrom. Complications are rare, but the course of the disease is tedious.

The child should be cautioned against, or prevented from, spreading the infection to other parts of her own body, especially the eyes, by careless handling of the diseased parts. She should be segregated from other children to avoid spreading the infection to them. Frequent, gentle, but thorough cleansing of the affected genitals with boiled water or weak antiseptic solutions, rest in bed, plenty of water, mild diet, together with other measures prescribed by the physician, constitute the treatment.

Less frequently than in girls the genitals of boys, especially between the ages of ten and fourteen, may become infected. Any inflammation or irritation in these parts should receive immediate medical attention. The measures indicated above for use in the female are also applicable here.

"GROWING PAINS"

THERE is no such thing as "growing pains." Pain in the joints is not caused by growing. When pains occur in the joints or muscles the throat should be examined. Often tonsillitis is the forerunner of such pains. Later heart disease is sometimes traced back to what seemed innocent and unrelated pains in the joints. If such pains continue, it is wise to see the physician.

HEARTBURN

HEARTBURN—which has nothing whatever to do with the heart—is the sensation of burning in the throat caused by an abnormal development of acid in the stomach. Since fat taken before meals serves to retard the secretion of acids, the trouble may sometimes be relieved by taking a glass of rich milk or a tablespoonful of olive oil fifteen or twenty minutes before mealtime. If, however, the attack has begun, fat but makes it worse, and the patient must refrain from all fat, such as butter, milk, cream, and fried and greasy foods until the attack is over. Diluting the acid by drinking a couple of glasses of water and counteracting it by taking sodium bicarbonate or nibbling on a block of magnesium carbonate are helpful remedies.

This is, however, not a true disease condition in itself, but a symptom of a variety of stomach and other disturbances. Its persistence indicates the need of competent medical diagnosis of its causation.

HEMORRHOIDS OR PILES

THIS ailment consists of varicose veins in the rectum. Constipation exaggerates the trouble and straining to evacuate the bowel is always to be avoided. The call to the toilet should be heeded the moment it is felt. The constant use of a laxative diet is the best preventive measure. The patient should lie down frequently while the attack persists. A pillow under the hips often relieves the pain. If the discomfort continues, see a physician.

HICCOUGH

HICCOUGH is not infrequently associated with over-filling the stomach with food, by too frequent feeding intervals, or by taking the food too rapidly. It usually follows eating and may be associated with air or gas in the stomach. Giving the child a few spoonfuls of hot water usually stops it.

HIVES

HIVES is an acute inflammation of the skin and is characterized by white or pinkish wheals (solid or semi-solid elevations) scattered over the body, accompanied by intense itching. These elevated spots will appear suddenly and oftentimes leave as suddenly as they came. The spots are from the size of a small pea to the size of one's finger-nail. Local irritation of any kind may cause an appearance of the eruption. Stomach or bowel irritation caused by improper food is the usual cause of hives. Certain kinds of food may bring on an attack. A child with hives should be dressed coolly, his bowels should be cleared and a bran bath should be given him twice daily. His food should be weakened for a time, and he should be kept free from excitement and out of the sun.

INFANTILE PARALYSIS

By ISAAC A. ABT, M.D., and JULIUS H. HESS, M.D.

INFANTILE PARALYSIS (poliomyelitis) must be regarded as an acute, infectious, contagious disease. It may occur in epidemic form, involving a wide area, or it may occur in scattered instances when no epidemic is raging.

Children are most frequently attacked; indeed, nine-tenths of the patients are under five years of age. Those of two and three are more frequently attacked than those of any other age. No class of children seems to be immune. Those who live in the better quarters and those who live in the poorer quarters may equally be victims.

Infantile paralysis is most prevalent in the warm,

dry months, from May to November, in the north, and from November to May in the South.

The disease may be mild or severe. It is sometimes so mild that recovery occurs in two or three days, and the precise nature of the disorder remains in question. It may be so severe that death ensues in a few hours or a few days. In the moderate cases it is ushered in by fever, vomiting, and diarrhea, a stiffness of the neck, headache, and paralysis of the extremities. Other early symptoms consist of generalized pain over the body, drowsiness, and a tendency to sweat. The patients sometimes are delirious.

The disease occurs from five to ten days after exposure, though it may be as early as one to four days. The nature of the organism which produces the disease has not yet been discovered. It is known that the disease can be communicated from man to monkeys by inoculating the monkey with an extract made from the affected spinal cord. This extract has been obtained from an individual who was sick with infantile paralysis. It is not definitely known how the disease is communicated from one individual to another. It is safe to assume, and it is probably true, that there is more than one way of carrying it. Insects, dust, sputum, and secretion from the nose and throat communicate the disease. Persons who have recovered from a mild attack and others who carry the germ of the disease but who themselves are not rendered ill, constitute a class that are known as carriers, and probably play a large part in spreading it.

In case an epidemic occurs notify the health officials of the presence of the disease. It is plain that, owing to our meager knowledge of the agent which produces the disease and the exact mode of its transmission, we are considerably in the dark as to the best method of prevention.

The patient who is ill should be isolated. Visitors should be excluded. Linens, clothes, and bedding should be disinfected. Where the epidemics assume considerable proportions schools should be closed, or at least children coming from infected homes should be prohibited from school attendance. For the same reason, children's parties, and gatherings of every kind should be temporarily abandoned. Public funerals of children who have died from the disease should be forbidden. It has been shown that the disease-producing substance may be destroyed by a one per cent peroxide of hydrogen solution. It is also rendered inactive by a 1 to 500 solution of permanganate of potash, or a one per cent solution of menthol in oil.

The nurse and physician should carefully cleanse hands and clothing as they pass from the sick to the well. Isolation should be continued at least for three weeks, but it is known that the virus may persist for a long time in the nose and throat of human beings who do not themselves fall ill with the disease, and yet they may be responsible for its spread. Such persons are called chronic carriers. In these cases it would be very difficult to decide when the period of contagion was past.

Some authorities maintain that the disease may enter the body through the stomach and bowels. For this reason errors of diet should be avoided and a lowering of the resistance of the digestive tract should be prevented. The house or room in which the patient has resided should be subjected to thorough disinfection.

Houses should be screened. Children should be protected against flies and insects. The house should be kept free from dust and public roads should be sprinkled or oiled to keep the dust down.

INFLUENZA

INFLUENZA is a germ disease that may affect different parts of the body. The catarrhal type begins with what seems like a cold in the head, sneezing, inflamed eyes and nostrils. The child does not care to play, has no appetite, coughs occasionally, and the temperature ranges from 100 to 101 degrees the first day. If the cough continues and the temperature rises to 103 or 104 degrees, pneumonia is developing. Immediate activity is necessary to prevent the disease from spreading. The physician should be summoned at once.

When influenza attacks the stomach or bowels, the child is usually taken ill with vomiting, loss of appetite, loose bowels, and fever. These attacks appear suddenly, in spite of a correct diet. Bicarbonate of soda (one-half teaspoonful in several teaspoonfuls of warm water) may be given and repeated every half hour. This will have an excellent effect on the stomach. A high enema of the soda (two teaspoonfuls to two pints of warm water) may be used once every six hours to cleanse the intestines. If the fever rises above 101 degrees, the doctor should be summoned.

The meningeal type is one of the most serious diseases that attacks children. It is accompanied by rigid muscles, convulsions, stiffness of the neck, and general twitching. In some cases there is an unconscious state, from which the child can be aroused for food, after which he lapses again into unconsciousness. ("Sleeping sickness" is a very loose term most often applied to certain tropical diseases due to parasitic invasion, and in this zone to encephalitis lethargica, an entirely different entity from the above.)

INTESTINAL INDIGESTION

By Harry Roberts, M.D.

It is not generally realized by the ordinary layman that there are two kinds of indigestion: that which has its seat in the stomach and that which takes place in the intestines. The former is the more common, and is easily recognized by accompanying symptoms of pain and discomfort, with flatulence or acidity coming on soon after a meal. Many persons possess stomachs which seem capable of taking all sorts and all quantities of food and passing them on to the bowel with no appreciable ill effects. In most cases, however, the ill effects are merely passed on and the intestinal digestion is upset by the strain thus put upon it. The symptoms of this form of indigestion are very varied, but the pain, which is the usual accompaniment of indigestion is only occasionally present in the form of colicky pains, pain in the back, or merely an uncomfortable feeling of distention.

Diarrhea or constipation, or the two alternatively, are frequent symptoms of the disorder, and wasting is a usual and alarming symptom.

"Bolting" food, either from haste or from imperfect molar teeth, is one of the most usual causes of this form of indigestion, and habitual overeating is also responsible for many cases. The effects of both are not so immediate as in ordinary gastric indigestion, the effects being delayed until the food has reached the bowel.

In children this form of indigestion is perhaps more common than the gastric form, and most frequently shows itself as a chronic affection, causing alarming wasting. Depression, languor, and diarrhea are all symptoms of the disease, and it is often mistaken for its opposite—underfeeding. The usual course of events is somewhat the following: A healthy child, with a healthy child's normal appetite, is given rather too full a diet, with too much farinaceous food and sugar, and these in such a form that they are swallowed too easily, and with insufficient mastication, and consequently in too large a quantity. The first symptoms of intestinal indigestion then begin to appear—the child looks pale, and begins to lose flesh. The alarmed parents at once begin a course of "feeding up," with beef juices, cream, and patent foods added to the already overfull dietary. The condition grows steadily worse on this treatment, and the child's health breaks down completely.

The first thing to be done in such cases is to give the intestines a thorough rest, and to this end food should consist of peptonized milk, whey, and mutton, chicken or veal broth, not, however, made too strong.

After a short time of this *régime* the appetite will probably recover, it having usually disappeared on the breakdown. Then a little of some more solid food may be taken—fish, chicken, or mutton, plainly cooked—and after a short period of this diet, a little farinaceous food may be cautiously given. This should take the form of toast, milk pudding, and plain biscuit, and must be given, as far as possible, dry, or in such a form that it must be thoroughly masticated. The great thing is to prevent overeating. The last stage of all in convalescence is the building up by means of fatty foods—butter, yolks of eggs, and cod liver oil.

The length of time occupied in the process of complete recovery varies greatly with the length of time during which the illness has been established, and the stage which it has reached. Small meals should be given at frequent intervals, and the sequence shown above in the resumption of ordinary foods should be strictly observed.

ITCH

Itch, or scabies, is due to the burrowing into the skin of the female acarus, or itch-mite, with secondary sores which result from scratching.

Treatment consists in thorough washing, the use of a parasiticide, such as sulphur ointment, and care to prevent reinfection, daily changing and boiling clothing and bed linen. It is readily contagious, and other children should not be allowed to sleep with the affected child or to use the same towels, linen, etc. The sufferer should be excluded from school and from social contacts.

JAUNDICE

Children of every age are liable to suffer from a form of jaundice due to a mild infection of the bile passages. These cases are not serious, but on account of the discoloration of the skin are likely to cause alarm to parents and friends. Generally the actual jaundice is preceded for a few days by some symptoms of indigestion. This is soon followed by a yellow discoloration of the skin and of the whites of the eyes. The appetite usually disappears and nausea is common. Generally in a week or ten days the jaundice disappears and the child recovers.

The treatment is simple: Ordinary solid food should be withheld. The diet should consist almost entirely of milk, water, barley water with lemon, and beef tea. A mild laxative should be given every day or two. It is advisable to keep the child in bed.

LARYNGITIS

ORDINARY laryngitis, or inflammation of the larynx, gives rise to cough, often of a barking character, to huskiness or loss of voice, and often to some difficulty in breathing. Owing to the occasional association of laryngitis with diphtheria in its more fatal manifestations, *it is always wise to call in a doctor whenever the symptoms of laryngitis show themselves.* It by no means follows, of course, that all or even most cases of laryngitis are of a grave character, but only a skilled person should attempt to discriminate between the serious and the milder forms.

MALNUTRITION (MARASMUS)

By THERON WENDELL KILMER, M.D.

BY MALNUTRITION is meant bad nutrition. It is usually the result of improper feeding, and occurs most frequently in bottle-fed babies. The usual history of a case of malnutrition is as follows: A baby is born into the world a nice, healthy, seven-to-ten-pound normal infant. The mother nurses her offspring for a few weeks and all goes well; then, on account of an abscess in the mother's breast, or for some other reason, the baby is taken from the breast and put upon a mixture of condensed milk and water. In using condensed milk mothers are prone to make the mixture too weak; the baby gets on well enough for a short time, and then the mother says that the condensed milk does not agree with the baby; so she changes her infant's diet to one of cow's milk diluted with water. Just as she made the condensed-milk mixture too weak, she now makes the cow's-milk mixture too strong, and baby vomits, has the colic, is constipated, or may have diarrhea. The cow's milk is likewise thrown aside, as the mother says that it also does not agree with her baby. And now comes a lightning change in the food line from one patent food to another, all with practically the same result; namely, that nothing agrees with the baby! The mother now has on her hands a baby that weighs less than he did when born, vomits, will not take his food (and no wonder, for he is disgusted with the stuff that has been fed him for the past two or four months!) and has attacks of constipation alternating with diarrhea. He has colic, his flesh is wasted away and flabby, and in extreme cases he has the face of an old man. This extreme condition is called marasmus.

What should be done with a baby suffering from malnutrition? In the first place, of course, a child should never be allowed to get in such a condition. An infant should never be taken from the breast except upon a physician's advice. A baby's food should never be changed except upon the advice of a physician. The rational feeding of bottle-fed babies is not the simple problem that the majority of the laity seem to regard it. It is at the best a hard proposition, as each baby is a law unto himself and requires the skill of the physician to tide him over babyhood. Do not tamper, nor juggle, nor experiment on your own account with your baby's nourishment. It is his *life,* and you have no business to trifle with it.

Secondly, given a baby that presents the symptoms of malnutrition, *what shall we do with him?* He should be unconditionally surrendered to the care of the physician, who will look after his feeding, and in all probability will start him off on some weak food mixture and then gradually strengthen his food as fast as the digestive powers of the individual baby will permit. Such a child should have a salt-water bath morning and evening. He should have a tablespoonful of goose grease or sweet oil rubbed into his skin every morning and evening after his bath. He should be disturbed by handling as little as possible. His extremities should be kept warm by the use of the hot-water bottle. He should have an abundance of fresh air.

MEASLES

By H. W. HILL, M.D., D.P.H.

MEASLES is a very serious infectious disease, not only in itself, but also in the bronchitis, pneumonia, and even tuberculosis which often follow it; also because of the injuries to the kidneys, ears, etc., which measles (as well as other children's diseases) leave behind them to "come back" at the patient years and years later.

§2. HOW DO YOU CATCH MEASLES?

THE cause of measles is, we have every reason to believe, a certain kind of germ which escapes from the measles patient's mouth or nose; and wherever the material from the patient's mouth or nose goes, this germ goes with it.

The disease may be caught merely by entering the room where the patient is. A child (or grown person) who has not had measles will usually take it *if he merely goes near* where there is anyone who has measles.

The disease may be caught also by shaking hands with one who has measles.

You may get the disease from the measles patient's towel.

You may get the disease from the patient's cup or spoon, or other eating utensil.

Persons who have had measles seldom take it again, but before deciding that a certain child is "all right because he has had it already," be *sure* that the child really had measles, not German measles. German measles does not protect against measles, nor does measles protect against German measles.

Remember that the longer you can put off having it, the better, even if you must have measles sooner or later under our present conditions (because so little care is taken to keep measles patients away from well people). The younger the children are when they have measles, the more likely they are to die, and the more likely they are to suffer severe effects from it even if they don't die. The safest age to have measles is at 15 years old. The most fatal age is from 2 to 5 years old (20 per cent of those who have measles when under 3 years old die). So, even if you think it is hopeless to save your children from measles altogether, try to save them as long as possible from having it.

§3. WHAT TO DO IF YOU THINK A CHILD HAS MEASLES

THE very first thing to do, without waiting to find out just exactly what disease the child has, is to take him into a room by himself, away from the other children, and to take into that room all that the sick child has been playing with or handling; all towels or table napkins or cups or spoons or other things the child has been using that day; all toys, especially mouth organs or trumpets or pea shooters or other things that he has had in his mouth. Then shut the door.

Keep the other children out, and wash your hands and lips every time you leave the room, just after you leave it and before you do anything else; before you put your hands to your own lips or touch anything, even the outside doorknob on the door where the child is. (The inside doorknob is in the patient's room and therefore does not matter.) If you do these things—not merely *mean* to do them and then forget—you will have the danger limited to that room, whatever disease the child may have, from the moment you begin the precautions. The other children may have taken the germs from the sick one before you noticed he was sick; and, as you don't know yet what the sickness may turn out to be, the other children should have their faces and hands thoroughly washed and be kept at play in their own premises until the doctor comes; but they must not be sent over to the neighbors or to school.

No one who is taking care of a measles case or of anyone who is likely to come down with this disease or of anyone just recovering from it should have anything to do with handling food for others, especially milk; so don't get supper for the other children while you are waiting for the doctor to come.

§4. CHIEF STAGES OF MEASLES

Incubation Period.—When a person who has not had measles receives the germs of measles into his or her mouth or nose no effect can be seen or felt usually until nine or ten days have passed.

This interval between the day when the germs enter the body and the day when the first symptoms appear is called the incubation period.

Prodromal Period.—When the first symptoms of measles show themselves they continue and become worse for about four days before the rash appears (although they often "let up" about the third day).

This interval between the first symptoms and the rash is called the prodromal period. In measles the prodromal period is three or four days. This means that if the patient takes sick, say this morning, then if he has measles it may be out late on the day after tomorrow, but more likely on the next day or even the day after.

In measles the symptoms before the rash appears are, as a rule, somewhat severe: there is apt to be loss of appetite, fever and headache (vomiting is not frequent in measles); the eyes are red, watery, with swollen lids, and the child complains that light hurts the eyes; the nose is "stuffed up" and often "runs," and the throat "is sore" and there is apt to be some hoarseness and even coughing. The patient is usually constipated, drowsy, and irritable. In brief, the patient looks and acts as if he had an exceedingly bad cold in the head and some in the lungs.

In measles the rash appears on the back and face (beginning often behind the ears, at the roots of the hair, on the forehead and on the neck) and spreads rapidly; it consists of bluish red spots, raised slightly and running into each other in a blotchy sort of way. With care you may feel the rash with the tips of the fingers, for it stands out from the surface, and the elevations with the depressions between feel like tiny hills and valleys.

§5. WHAT ARE THE DANGERS TO THE PATIENT?

THERE is a long list of things that the unfortunate child may have as a result of the attack.

Soon after:

(a) weak eyes
(b) bronchitis
(c) broncho-pneumonia
(d) tuberculosis
(e) laryngitis
(f) stomatitis
(g) noma
(h) indigestion and ileocolitis
(i) middle ear disease
(j) meningitis

Long after:

(a) chronic kidney affections
(b) arterio-sclerosis
(c) nervous affections

At the present time there are more deaths from measles than from smallpox, but besides the deaths from measles itself there are still more deaths from diseases that result from measles. For each 100 deaths from measles there are 300 deaths from broncho-pneumonia, etc., following measles, and about 750 more children are injured by other after-effects.

§6. GENERAL DIRECTIONS FOR CARE OF PATIENT

THE measles patient, like every other sick child, should be well cared for. This means the room should be at 60 degrees F. and 60 relative humidity (ask the doctor about this), but there must be no draught and no chilling of the patient, no running around with bare feet on cold floors (to go to the toilet, especially if the toilet is outdoors), no overheating of the room for a time until the patient sweats and then cooling off until the patient shivers, no hot drinks or extra heavy wraps or hot baths "to bring out the rash." These home treatments are responsible for many of the troubles which follow measles. The instructions of the physician must be followed.

If the patient spits up material from the throat, let him spit into a piece of paper or a piece of rag, and then wash his hands. But above all remember to keep all infection in the room where the patient is; and, therefore, never let anything go out of the room, pillow cases, sheets, towels, bed clothing, night robes, plates, cups, saucers, spoons, toys, or anything else the patient has used, until they have been sterilized by boiling or by placing them in 5 per cent carbolic-acid solution or in 1-1,000 bichloride solution (ask the physician about this also).

§7. HOW CAN YOU TELL WHEN A MEASLES PATIENT MAY MINGLE WITH OTHER CHILDREN WHO HAVE NOT HAD MEASLES?

THIS can only be done by careful examination of the nose, mouth, eyes and ears. The patient must be quite restored to normal so far as these parts are concerned; that is, all inflammation must have disappeared before he is safe from danger of infecting others. Only a physician is competent to decide these points. You cannot safely decide this, as many people do, by waiting merely until the scaling of the skin ceases.

The scaling or skinning or desquamation which follows measles is usually slight, the scales being small and light. Many people dread the scales as dangerous to others, but these are not really to be feared, while people usually overlook the sore throat that "hangs on" sometimes after the scales are gone. It is the sore throat, the discharging nose, ears, eyes, etc., that are really dangerous as a means of spreading measles.

GERMAN MEASLES

By W. G. STIMPSON, M.D.

GERMAN MEASLES is an acute contagious disease of mild character that comes on from 10 to 16 days after exposure to the person who is suffering from it.

The temperature seldom rises over 100 degrees F. The rash first occurs upon the face. It consists of pale red papules, which do not assume any regular form or shape. There is considerable itching of the skin. The rash appears on different parts of the body in succession, fading in one part while appearing in another. It lasts from two to five days and is followed by a slight peeling of the skin. The glands of the neck may become enlarged and there is frequently sore throat and a dry cough, but these symptoms are not apt to be severe.

The child should be isolated and the same precautions taken against the spread of the disease as noted under scarlet fever. It does not spread as rapidly among children as measles, and the percentage of adults attacked is larger than in that disease.

The treatment prescribed for measles is applicable to this disease.

MUMPS

By W. G. STIMPSON, M.D.

MUMPS is an acute infectious disease usually affecting children, but may occur in adults. It affects the parotid gland, which is situated just

below the ear on either side. It is conveyed by contact from one patient to another; hence the patient should be isolated in a room, and children should not be exposed to the disease. Only the adults directly in charge of the case should be admitted to the room unless they have been protected by a previous attack. An attack usually comes on about 15 days after the exposure to the disease.

The chief symptoms are pain and swelling in the parotid region under the ear. Movements of the jaw, such as chewing and talking, will be painful. Swelling may occur on one or both sides, but nearly always both are involved. It is worst about the third day, and may gradually disappear after that. It is usually a mild disease, but swelling of the testicle is a frequent complication in the male.

Light diet, such as broths, eggs, milk, rice pudding, etc., should be given. Sour food and acid drinks will be found to give considerable pain if taken in the mouth; hence they should be avoided. Hot applications may be placed over the swollen glands if there is very much pain. No internal medicines are indicated. If the bowels are constipated, a tablespoonful of Epsom salt may be administered with benefit.

NOSE-BLEED (HEMORRHAGE FROM THE NOSE)

Nose-bleed is a common and usually unimportant ailment, but occasionally the amount of blood lost is of serious moment. Pressure of the root of the nose, or under the lip just below and on each side of the nostrils may help stop the hemorrhage. The nostril may be plugged by inserting a small wad of cotton. The head should be kept elevated and ice may be applied locally.

In serious cases packing the back of the nose may have to be resorted to by the physician if the bleeding is beyond reach from the front.

One, if not the chief, causes of nose-bleed is improperly blowing the nose. To clear the nostrils hold one nostril closed and blow through the other; then reverse. Never try to clear both nostrils at once by "pumping"—alternately holding shut and releasing the nasal passages while forcibly exhaling.

PERITONITIS

Peritonitis is inflammation of the peritoneum (the membrane which lines the abdominal cavity). This membrane is very sensitive to long exposure to cold or external blows, and often becomes infected from perforation of the intestines, stomach or appendix. Other causes are tuberculosis and blood poisoning.

Symptoms: Severe pain in the abdomen, which becomes very sensitive to the touch; slight chills, and fever; nausea accompanied by vomiting; constipation; the abdomen is rigid (hard) and distended; respiration short and rapid; pulse rapid.

Treatment: This disease is serious; it is frequently fatal; its course is rapid.

The treatment is almost invariably surgical and must be prompt. Pending surgical aid, treatment is palliative only; what not to do is of utmost importance.

Keep the patient in bed.

Withhold *all* nourishment; allow water only, in small quantities.

Do *not* give physics of any kind; simple rectal injections of weak salt water or mild soapsuds may be used once or twice daily.

An ice bag may be placed over the most sensitive part of the abdomen.

Medical aid must be sought at once.

PINK-EYE (CONJUNCTIVITIS)

Pink-eye is a contagious disease of the membrane lining the eyelids, caused by a germ. The blood vessels of the eye swell, and the pink appearance gives the disease its name. The eyelids discharge pus, so that sometimes it is difficult to open them in the morning. Because of the contagiousness of the disease the child should be isolated, all cloth or cotton that comes in contact with the eyes should be burned, and all towels used boiled.

The child should be kept in a darkened room or furnished smoked glasses. Reading must be prohibited. The heat and smarting may be relieved by applying warm boric-acid solution on gauze every five or ten minutes during the day. Borated vaseline applied to the eyelids at night will prevent their sticking together.

PLEURISY (PAIN OR STITCH IN THE SIDE)

The membrane which envelops the lungs is a very common seat of painful inflammation. The pain is usually sharp and stabbing in character. In the majority of cases this pain is felt on the side near the nipple. Pleurisy is a common complication of all lung fevers, infectious diseases, rheumatism, and consumption. In many cases the membrane adheres to the surrounding tissue and causes chronic pleurisy. Injuries to the side will also cause it.

Symptoms: Dry cough, which increases the

pain; the breathing is irregular and restricted; in the majority of cases chills and fever occur; the pleura has a tendency, by overproduction of the lubricating fluid, to become filled with fluid.

Treatment: Absolute rest, warmth, light diet. Externally apply over the seat of pain a mustard plaster or paint with iodine. Great relief is obtained by strapping the affected side of the chest with strips of adhesive plaster two inches wide. These strips should be applied very tightly and overlap each other, reaching from the breastbone to the spine.

PNEUMONIA

By Theron Wendell Kilmer, M.D.

Pneumonia occurs in two major forms: croupous or lobar pneumonia—which, by the way, is in no way related to the form of laryngitis known as croup—and catarrhal pneumonia, broncho-pneumonia, or capillary bronchitis, as it is known by all three of these names. It is not very easy for the unskilled person to distinguish between these two forms, nor is it necessary that he should do so, for both are very grave diseases, and call for the immediate and continuous attention of the doctor. The second form is much more frequent in infancy than the first, and it accounts for a very large proportion of the yearly deaths among infants. Broncho-pneumonia is much more likely to attack children whose general vitality is low, and it is a perfect scourge among the ill-fed and those who live in the crowded parts of cities. It often follows on measles, whooping-cough and other acute diseases. In both forms of pneumonia there is considerable fever, more or less cough, and difficulty in breathing. The number of respirations per minute is considerably increased, and the child is naturally restless and uncomfortable. There is complete loss of appetite and usually considerable thirst. The preventive treatment consists in all measures for promoting the general health.

Suitable food and clothing and fresh air are the best preventives of this, as well as of nearly all the other diseases of childhood. Still, pneumonia, especially the lobar form, may attack even the best-cared-for child. The disease generally begins suddenly with a chill. In the course of a day or two the breathing becomes short and there is more or less cough. The temperature rises, usually to about 103 degrees or 104 degrees. Whenever, in the course of convalescence from measles or whooping-cough, the child suddenly becomes feverish again, and is troubled with rapid breathing and a hard cough, broncho-pneumonia is likely to be present. In bad cases the difficulty of breathing becomes more intense, the color becomes more or less livid, the cough gradually disappears, the lungs are choked with mucus, and death occurs from paralysis of the heart.

Once the disease has set in the case should be put into the hands of a doctor, and his instructions should be strictly followed. The child should be kept continuously in bed, and should be dressed either in a flannel nightdress or flannel pajamas; it is well that the feet and legs should also be covered with woolen bed-socks. A layer of wadding or cotton-wool should be arranged around the chest and back, but should not be allowed to interfere in any way with the free movement of the chest in the act of breathing. An open, airy room should be chosen, where selection is possible, and a fire should be kept continuously burning. Thorough ventilation is essential, and though a certain degree of warmth should be uniformly maintained, a constant supply of fresh air is even more requisite. The diet should be entirely liquid, milk and water forming the chief part.

If a large room is not available, two small rooms should be employed, one for day use and one for night use, the one not in use being thoroughly aired by open doors and windows for twelve hours out of the twenty-four. During the summer-time cases of broncho-pneumonia are best treated in a bed placed in the open air, sheltered, if necessary, from strong winds by means of some form of screen. When there is a great pain in the chest, this may be relieved by the application of a hot poultice or fomentation. If the fever is very high, tepid sponge baths often afford remarkable relief, but the child should be disturbed as little as possible, as all its strength is required to carry on the work of breathing. Drugs have very little effect on the course of the disease and should be given only when ordered by the doctor in attendance. If the attack is survived, there is generally a long period of convalescence. A light, nourishing diet, including plenty of milk and cod-liver oil, is called for, and as soon as the child is fit to be moved, some weeks or months should be spent in the country or by the sea.

POISONS AND THEIR ANTIDOTES

By The American Red Cross

Children sometimes eat or drink poisonous substances, and it is necessary for the mother to know what to do in such an emergency. The first thing to do is to send for the doctor. An emetic should be given at once, except when the poison swallowed belongs to the corrosive class. (See Tables II and III following.) Lukewarm water is a good emetic. Let the patient swallow all he can be induced to take. In addition, a teaspoonful of common salt or mustard dissolved in a glass of warm water will cause vomiting in many cases, or one or two teaspoonfuls of the wine or syrup of ipecac. The tickling of the back of the patient's throat will often lead to vomiting.

Tables I, II, and III, which follow, give a list of the different classes of poisons with their antidotes.

TABLE I.—POISONS FOR WHICH AN EMETIC IS ALWAYS GIVEN FIRST

Poison	Symptoms	Treatment (besides emetic)
UNKNOWN		Stimulants; soothing liquids.
ALCOHOL: In any form—rum, gin, whisky, proof spirits, etc., also methyl alcohol.	Giddiness, swaying of body, inability to stand. Face flushed, eyes red, skin clammy, weak pulse, may be convulsions and unconsciousness.	Hot coffee or aromatic spirits of ammonia. Try to arouse, but if weak do not exhaust by making walk. Dash cold water on face and chest. When somewhat recovered, wrap warmly and put to bed.
ARSENIC: Found in rat poisons, vermin killer, Paris green, Fowler's solution. Sometimes in tinned fruits and beer.	Severe pain in stomach, purging, severe cramps in legs, vomiting, dryness of throat, cold sweats, profound shock.	Much lukewarm water. Magnesia in large quantity or dialyzed iron in ½-ounce doses, repeated. Beaten-up eggs or castor oil and stimulants. Warmth and rubbing. If rat poison has been taken, treat as for poisoning by arsenic.
LEAD: Sugar of lead, lead paint, white lead.	Throat dry, metallic taste with much thirst, colic in abdomen, cramps in legs, cold sweat; sometimes paralysis of legs and convulsions.	½ ounce Epsom salts in tumbler of water. Stimulants and soothing liquids.
OPIUM: Laudanum, morphine, paregoric, some soothing syrups and cough mixtures.	Drowsiness, finally unconsciousness; pulse full at first, then weak; breathing full and slow at first, gradually slower and shallow; pinhead pupils; face flushed, then purple.	May have difficulty in getting emetic to work; plenty of strong coffee. Try to arouse by speaking loudly and threatening, but do not exhaust by compelling to walk, etc. Stimulants and artificial respiration.
PHOSPHORUS: In matches, phosphorus paste in many rat poisons and vermin killers, often with arsenic.	Severe pain in stomach, vomiting. Skin is dark and may have odor of phosphorous. Bleeding from nose, bloody purging. Convulsions.	Epsom salts, ½ ounce in tumbler of water, or magnesia. Stimulants. Soothing liquid best. Milk. Avoid fats and oils.
PTOMAINE: Poisoning by decayed meat, fish, milk, or ice cream.	Nausea, vomiting, purging. Skin cold and clammy. Pulse weak. Severe pain in abdomen, cramps, great prostration and weakness. Often eruption on skin.	Purgative, castor oil or Epsom salts. Teaspoonful of powdered charcoal, and repeat.
STRYCHNINE—NUX VOMICA: Strychnine is frequently used on meat to poison animals and in some vermin killers.	Convulsions, very severe, alternating with cramps, affecting all muscles of body. Back is bowed up by spasms of muscles. Jaws are locked. Spasm of muscles is so great that it prevents breathing, so face becomes dusky.	Powdered charcoal, if possible in large quantity. Follow with another emetic. Absolute quiet so as not to bring on convulsions.

TABLE II.—POISONS FOR WHICH AN EMETIC SHOULD NOT BE GIVEN FIRST

Poison	Symptoms	Treatment
MERCURY: Corrosive sublimate, antiseptic tablets. Other salts of mercury much less commonly used.	Corrosive sublimate is very irritating, so when taken turns mouth, lips, and tongue white. Mouth is swollen and tongue is shriveled; always metallic taste in mouth. Pain in abdomen. Nausea and vomiting mucus and blood, bloody purging, cold clammy skin, great prostration, and convulsions.	First, give white of egg or whole egg beaten up; flour and water, but not so good. Emetics, soothing liquids, and stimulants.
NITRATE OF SILVER: Lunar caustic.	Pain in mouth and stomach; mouth first colored white, then black; vomit first white then turns black.	Common salt dissolved in water, or milk very frequently. Then emetic. Afterward soothing liquids and stimulants.

TABLE III.—POISONS FOR WHICH AN EMETIC SHOULD NEVER BE GIVEN

Poison	Symptoms	Treatment
Strong corrosive acids: 1. **ACETIC.** 2. **HYDROCHLORIC** (spirits of salt). 3. **NITRIC** (aqua fortis). 4. **SULPHURIC** (vitriol).	Very severe burning pain in mouth, throat, and stomach. Wherever acid touches skin or mucous membrane they are destroyed. Frequently vomiting and purging. More or less suffocation from swelling of throat, great prostration and shock.	An alkali to neutralize acid. Best, magnesia or chalk in water, given frequently and freely. Lime, whiting, baking soda, plaster, tooth powder, or even wood ashes may all be used for alkali, or ammonia, a tablespoonful to 2 cups of water, but those mentioned above are better, as they are less irritating. Afterwards, soothing liquids, milk, milk and egg, olive oil. Stimulants are practically always required. If acid has entered air passage, may inhale fumes of ammonia.
OXALIC ACID (salts of lemon or sorrel).	Much like corrosive acids just named, but not so much burning of lips, etc.	Magnesia, chalk, and water or limewater to neutralize acid. Then 1 ounce of castor oil and stimulants freely.
CARBOLIC ACID (phenol): (Very commonly used in attempts at suicide.)	It is also a powerful corrosive poison which causes great pain and vomiting. Severe case: Unconsciousness very soon and early death. Usually easy to tell by odor of acid and burn, which with pure acid is white and with impure black.	Rinse mouth with pure alcohol. If grown person, should swallow 3 or 4 tablespoonfuls of alcohol mixed with an equal quantity of water. Follow this in 5 minutes with 2 tablespoonfuls of Epsom salts dissolved in a little water. Though not so good, limewater may be used to rinse mouth, several glasses of it being swallowed; 3 or 4 raw eggs may be given or castor or sweet oil. Stimulants always, and keep warm.
Strong caustic alkalies: 1. **AMMONIA:** Strong ammonia, ammonia liniment, camphor liniment. 2. **LIME:** Quicklime. 3. **POTASH:** Caustic potash. 4. **SODA:** Caustic soda.	Much like corrosive acids. Immediate severe burning, pain in mouth, throat, and stomach. Vomiting and purging. Alkali destroys tissues of mouth it has touched. Severe shock and suffocation from swelling.	An acid to neutralize alkali. Vinegar, lemon or orange juice. Tartaric or citric acid in plenty of water. Soothing liquids, stimulants. If cannot swallow, may inhale acetic acid or vinegar from a pocket handkerchief.

CAUTION: In giving any antidote do not wait for it to dissolve, but stir it up in any fluid which can be obtained, except oil, and give it at once.

POISONOUS PLANTS*

By Theodore Tieken, M.D.

Poison	Symptoms	Treatment
POISON IVY, POISON OAK, POISON SUMAC	Wherever the sticky sap of the injured plant comes in contact with the skin of susceptible persons it causes intense irritation, which begins suddenly and progresses rapidly, with a violent reaction. In many cases it begins between the fingers, on the back of the hands, or the exposed part of the face, and at first covers only the area of contact, but soon it spreads, invading the surrounding tissues, causing intense swelling, and vesicles (blisters) that often become very large. The surrounding area becomes swollen and itches intensely. The scalp and the inside surfaces of the hands are rarely affected. Besides local lesions there may be general disturbances, such as loss of appetite, coated tongue, fever, and constipation. The acute symptoms usually disappear in from six to eight days, depending on the area of skin involved and the reaction of the patient. Persons once affected seem predisposed to subsequent attacks, just as are patients with hay fever.	After the patient has developed a rash there seems to be nothing that will stop its progress. Local applications of every description have been tried, but none seems to do much good. Hot applications make some persons more comfortable, while cold applications relieve others. It makes little difference which is used. Patience seems to be most important to the victim of ivy poisoning. If itching is intense and the area involved is large, it is well to consult a physician. Good common sense, free elimination, and a light diet with plenty of fluids are the prerequisites in all cases. Susceptible persons should make every effort to avoid exposure. When they go into the woods they should carry a very strongly alkaline soap or a solution of potassium hydrate in alcohol (solution potassium hydroxide, 2 drams; alcohol, 4 ounces) or a bottle of gasoline, with which to remove the resinous exudate at once. The area touched by the poisonous substance should be washed thoroughly with soap and water. Recently attempts have been made to decrease sensitization to the poison ivy group of plants by the injection of extracts of the plant, in increasing doses, under the skin. The principle of this treatment is the same as that in hay fever.
BITTERSWEET POTATO, DEADLY NIGHTSHADE	The person affected complains of dizziness and dryness of the mouth and throat. The pupils of his eyes dilate and the muscles of the eyes become paralyzed and interfere with his sight. The skin may be dry and burning and covered by a red rash. The patient feels as if he must urinate, but he cannot. In severe cases delirium develops, and sometimes convulsions. Fortunately, few persons get enough of the poison to cause death.	As much of the poisonous material as possible should be removed at once by emptying the stomach. This may be done by carefully putting the finger into the throat in order to cause vomiting, by tickling the throat with a feather, or by drinking two or three teaspoonfuls of mustard water (a teaspoonful of ground mustard to a pint of warm water). If a physician is available, he should be called at once because the giving of the proper antidote in such cases is of vital importance. Washing out the stomach with a mild solution of iodine, which prevents the poison from spreading through the body, can be done only by a physician or trained nurse.
WATER HEMLOCK, OREGON HEMLOCK	Sometimes the first symptom is dizziness, then violent vomiting, cold, clammy skin, profuse perspiration, slow, weak pulse, unconsciousness, and finally violent convulsions, much like those of epilepsy. Usually the pupils are widely dilated and the jaw firmly set.	Recovery depends entirely upon prompt treatment, emptying the stomach and bowels and combating the pain and convulsions with suitable medicines administered by a physician. There is no known antidote for these poisons.
POISON HEMLOCK ("Stinkweed" or wild hemlock).	The symptoms of poisoning develop quickly. As a rule the patient becomes extremely weak, his skin cold and clammy, and he sees double through drooping eyelids. Later it is hard for him to breathe, and his heart beats fast and weak. Finally he sinks into collapse.	In order to save the victim of hemlock poisoning the stomach must be emptied by vomiting or by use of the stomach tube—the sooner the better chance he has. The body should be kept warm by hot pads, hot-water bottles, or whatever is to be had. The lower bowel should be flushed by injections of hot water and baking soda. Stimulants for the heart and breathing should be given, but only by a physician. No specific antidotes are known.

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QUINSY

When the inflammation is deeply seated behind the tonsil and tends to suppurate or form an abscess, the term "quinsy" is applied. An attack of sore throat may last from two to ten days or longer.

Symptoms of acute sore throat are chilliness and feverishness, pain or soreness on swallowing, dryness, or a tickling or scratching sensation in the throat.

In quinsy the tonsil is hard and swollen to twice or three times its natural size, and the patient is unable to swallow or to open his mouth beyond a fraction of an inch. The saliva dribbles away; if suppuration occurs the tonsil gradually softens until the abscess breaks. With the discharge of pus the severe pain is relieved and the patient rapidly recovers. If the abscess is large, and if the pus is discharged in a backward direction, there is danger from suffocation, particularly if the abscess break during sleep. Fortunately the abscess usually points toward the mouth, pus runs out.

Persons who are subject to attacks of sore throat should keep their feet dry and be careful not to catch cold. If a case develops, give a gargle of salt water or potassium chlorate and water (saturated solution), or boric acid and water may be applied to the tonsil. Dry bicarbonate of soda (baking soda) is highly recommended as a local application, a small quantity to be applied every hour. Apply cold water or a light ice bag to the neck, or a thick piece of flannel saturated with ice water may be placed around the neck and covered with muslin. Small pieces of ice placed in the mouth are usually agreeable. The bowels should be kept open.

If the cold applications to the neck do not give relief, or if they are not agreeable to the patient, apply hot water or poultices and give hot gargles, or let the patient gargle with hot tea. If the swelling is very great, he cannot gargle. Send for a physician.

HEAT RASH

This rash may appear either in summer or in winter; it is associated with unusual perspiration, or the irritation of wool next to a sensitive skin. A rash of fine red spots usually comes out first on the neck or chest. Lighter clothing should be substituted and soft muslin or linen placed next to the skin. The body or the parts affected should be sponged frequently, or dabbed with bicarbonate of soda and water, or powdered with starch and boric-acid powder (two parts of starch to one part of boric acid).

RHEUMATISM*

(ACUTE RHEUMATIC FEVER)

This is an infection due to certain types or strains of some of the common pus-producing bacteria. They gain access to the blood stream, thence to the several tissues of the body, most commonly through the tonsils, but also through diseased adenoids, teeth, and nasal passages.

Moreover, conditions in the joints and other tissues similar to those caused by this type of infection may occur during the course of, or following, other infectious diseases, such as scarlet fever, smallpox, typhoid fever, gonorrhœa, syphilis, and tuberculosis.

In addition to the presence of diseased conditions of the tonsils, adenoids, etc., undernourishment, debility, from other diseases, poor hygienic environment, insufficient clothing, exposure to cold and dampness, unseasonable changes of weather, may all tend to precipitate an attack of the disease. In many cases family tendencies increase the individual's susceptibility.

It rarely occurs in infants, but from the age of five onward throughout childhood and adolescence it is one of the most frequent diseases of childhood and one of the most serious because of its frequent damage to the heart.

There may be in children, as in the adult, sudden, high fever, with severely painful inflammation and swelling of one or more joints, particularly the knees and ankles, usually one joint after the other being involved; the joints are red, swollen, and tender; there is profuse acid sweating and delirium or other mental disturbance may occur.

More often, however, especially in younger children, the disease is not so definite. The child may be only out of sorts, with moderate irregular fever and transient, indefinite pains and stiffness in the muscles and joints. Indeed, the condition may be so mild and short in duration as not to impress parents, but these neglected mild cases are the most prolific source of permanent damage to the heart and other organs.

Pleurisy is an occasional complication.

The most important effect of rheumatism, regarded not as a complication, but as an essential part of the disease itself, is involvement of the covering and the lining membranes of the heart and its muscle; it is the almost invariable cause of the disease of the heart valves which very frequently has its inception in childhood. A few of these cases are very severe, and occasionally rapidly fatal.

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Anemia is an almost invariable symptom of acute rheumatic fever, sometimes so severe in degree, as to, of itself, jeopardize life.

Rheumatism is probably in nearly all cases the cause of the severe nervous disturbance known as Chorea or "St. Vitus' Dance."

One attack tends to predispose to others. A child who has once suffered from this disease should be carefully watched for, and guarded against, its recurrence.

The outlook for immediate and eventual recovery depends, in any single case, almost wholly on how seriously the heart is affected.

Rheumatism is best prevented by regular attention to the condition of children's teeth; by the removal of diseased tonsillar and adenoid tissue; protection from cold and damp; provision for good ventilation; sometimes change of climate; the recognition of minor indications of ill-health, such as "growing pains," listlessness, lack of appetite, muscular soreness, pallor, "fidgeting" and nervousness; the removal from school of children who are prone easily to get sore throats and colds, during the seasons when the prevalence of these conditions means constant exposure to them.

The treatment should be entirely in the hands of a physician. But parents can co-operate helpfully by a realization of the serious possibilities of the disease, by a recognition of the fact that absolute rest for many weeks is the most important detail of the treatment; and by patience and firmness in enforcing the dietary and rest discipline essential to cure.

THE PREVENTION OF RICKETS*

By Henry C. Sherman, Ph.D.

Park has recently written: "Personally, I believe that if pregnant women received ample, well-balanced diets, in which green vegetables were abundantly supplied and cow's milk was regularly taken, and kept a sufficient part of their time in the open air and sun, and if their infants were placed in the direct rays of the sun for a part of each day and were fed cod-liver oil for the first two or three years of life, more would be accomplished in regard to the eradication of caries of the teeth than in all other ways put together, and that rickets would be abolished from the earth."

This declaration of the practicability of complete abolition of rickets is all the more impressive in that it comes from one of the most careful, critical, and conservative students of the disease, who deals with it not only under experimental conditions subject to laboratory control, but also clinically under the complexities of actual human experience and whose definition of rickets is notably broad and inclusive. It would be well if this statement by Park could be given at least as wide a circulation as has been given of late to the suggestion that rickets is caused by the eating of cereals.

That too exclusive a dependence upon cereals in the feeding of infants and young children may increase the danger of rickets is undoubtedly true. Whether the cereal in any case has directly injurious action such as to justify the belief that it is "ricket-producing" in any other sense than that it tends to make the diet one-sided and induce a greater gain in size than in bone development is not so clear. Mellanby's experiments with puppies, from which he draws the conclusion that cereals are "rickets-producing" and oatmeal especially so, are of distinct scientific interest and may perhaps prove to be of practical importance for some parts of the British Isles where cereals and especially oatmeal bulk largely in the diet of a majority of the population and where sunshine is a blessing which Nature but rarely bestows.

Fortunately most of our readers have access to sufficient amounts of sunshine if they can but be taught to use it; and they also live within reach (both geographically and economically) of food supplies of such adequacy and variety that there need be no hesitation in giving to cereals the place in the diet which their wholesomeness, cheapness, and relatively high food value suggest, so long as proper emphasis is also given to the foods which are now well known to be of special value as sources of those nutritive essentials which in the cereals are either lacking or not sufficiently abundant. Fruits and vegetables for mineral elements and for vitamins B and C; milk and the yolk of egg for mineral elements, vitamins A, B, and D, and the nutritionally important amino acids—these foods, with cod-liver oil as additional insurance as to abundance of vitamins A and D, make us practically independent (at least in regions receiving moderate amounts of sunshine) of any such fear of the cereals as some people seem to have derived from the perhaps excessive publicity which has been given to Mellanby's preliminary results.

It is unfortunate that the newspapers have given so much greater prominence to the merely preliminary evidence which his work affords, in confirmation of much evidence differently arrived at in this country but of similar import, of the positive value of whole milk and fresh vegetables in the prevention of rickets, probably because they contain both a favorable mineral content

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and significant (though variable) amounts of the antirachitic (anti-rickets) vitamin.

For the dominant and practically important aspect of rickets is certainly not a matter of a direct food toxicity; it is a nutritional deficiency or perversion which affects particularly the bony tissues. As Park has defined it, rickets is a disturbance of the mineral factors in nutrition which results in a retarded deposition of calcium phosphate in the developing bone.

That the fault is not so much in the bone tissue itself as in the serum which bathes and feeds it, is clearly shown by Shipley's demonstration that rachitic bones will calcify normally when removed from the body and placed in a suitable serum.

Analysis shows that in rickets the blood serum is deficient in its contents of calcium or of phosphorus or both. Such mineral deficiencies in the blood serum may be due to corresponding deficiencies in the food or to losses of calcium, phosphorus, or both, as calcium phosphate in the digestive tract, or to a failure of the body for some other reason to mobilize calcium and phosphorus to the best advantage of the developing bone.

The antirachitic vitamin found in cod-liver oil, egg yolk, whole milk, and fresh vegetables probably acts by aiding, in some way not yet fully understood, the mobilization of those mineral elements in the body.

Sunlight (or its equivalent in ultra-violet rays from other sources) probably acts by forming antirachitic vitamin from the cholesterol always present in the skin.

The view that rickets is essentially a matter of nutritional deficiency or defect which shows itself in a diminution of calcium or phosphorus or both in the blood serum, and can be prevented by maintenance of the normal calcium and phosphorus content of the serum whether this be accomplished by direct attention to the metabolism of calcium and phosphorus as such, or their more advantageous mobilization through the aid of antirachitic vitamin or ultra-violet rays, or *best* through attention to all three of these phrases as recommended by Park in the statement which we have quoted as the opening paragraph of this paper, is so well established and of such well-proven adequacy that attention should not be diverted from it by over-emphasis upon subsidiary phases of the rickets problem.

RINGWORM

RINGWORM is not a worm and does not always form a ring. It is a parasitic disease affecting the scalp, as well as the skin in other parts of the body. The presence of this disease is first shown by the appearance of small circular patches of complete or partial baldness, the exposed skin being usually rough and pimply. Short, broken-off stumps of hair are usually distributed unevenly over the area. The disease is a very infectious one, and unless it be actively dealt with will quickly spread over the scalp and body of the patient and also among others with whom the patient comes in contact. As it is important to get rid of this disease as quickly as possible, it will be as well in all cases to put the case into the care of a doctor from the start. Among the most successful methods of treatment is the application of tincture of iodine, painted over the whole eruption if small, or *around* the larger patches. It should not be reapplied for several days, lest it produce too much irritation.

ST. VITUS' DANCE

(Chorea; see also article on Rheumatism)

THE association of St. Vitus' Dance (chorea) with tonsillitis, heart disease, and articular rheumatism points strongly to an infectious origin. Certainly it follows shock or fright and overwork at school, as well as some of the contagious diseases. Its principal characteristic is an irregular, involuntary twitching or contraction of the muscles. It is very commonly accompanied with serious disorder of the heart. In mild cases the affection of the muscles is slight, and amounts to little more than an appearance of restlessness, and an inability to sit still. The child seems to be continually in a condition of fidgets. Frequently he becomes very irritable and bad-tempered, though this may partly be caused by the constant trouble into which the uncontrolled muscular contractions are continually leading the young patient. Owing to the involuntary jerking movements the child spills a cup of tea or drops a plate, and so is continually being subjected to scoldings and unpleasantness before the parents and friends have realized the nature of the trouble.

In more severe cases the muscular movements are much more general and more serious. The child may be quite unable to undress himself, owing to the continual contractions of the muscles, and the muscles connected with speech may be so affected as to render talking impossible. St. Vitus' Dance generally affects first the hands and arms, then the face, and lastly the legs. Generally all the movements cease during sleep. Ordinarily there is no pain, though occasionally certain tingling sensations occur, and headache is very frequent. An average case lasts from two to three months, though mild cases may recover in

as many weeks. The affected child should be kept away from other children, and if practicable, from other members of the family.

SCARLET FEVER*

By Ludvig Hecktoen, M.D. and
Ethel B. Perry, M.D.
(*With additions*)

Over ninety per cent of all scarlet fever is among children under ten, with the greatest number of cases during the years of three to six.

During the colder months there is more scarlet fever. This may be due to lack of sunshine, sudden changes of temperature, more frequent wet feet, long hours spent indoors in "close" rooms, or other reasons. Even epidemics that occasionally come in the summer seem to be worse if the weather is cold and damp.

§2. SCARLET FEVER IS WHOLLY PREVENTABLE

The greatest danger to life is for very young children, so prevention of infection for a few years means one of two things: the child does not catch scarlet fever at all or, if he does catch it, his chances for complete recovery are better.

Scarlet fever is a definite infectious disease, wholly preventable. It is spread only by discharges from the infected person, and the danger from this material does not depend on the severity of the illness.

These infectious discharges are commonly from the nose and throat but may also be from any infected part, such as a running ear or a draining abscess. Tiny droplets of moisture expelled from the nose or throat by a cough or a sneeze may fall directly upon the mucous lining of the nose or mouth, or upon the abraded skin of a person standing near. This spreads the disease by direct contact.

If the person whose lips have just been contaminated leaves the room, goes to other children and perhaps kisses them, the disease is spread by "contact" but indirectly. Droplets and even larger amounts of discharge are sure to fall on nightgown, bedding, dishes, pencils, papers, books, food, and other things about the sick room. Further spreading is only too easy by such means as handling things in the sick room, and then going out among other people or preparing food *without washing the hands*, or by putting the hands, before washing, to the nose or mouth.

Contaminated articles put away in drawers or closets will keep the infectious material for months, even more than a year.

Milk handled by persons with scarlet fever germs about them becomes a most dangerous carrier. Hundreds of epidemics have followed the lines of distribution of milk from certain dairies. At one time it was thought that the cows had the disease and transmitted it through the milk to the children. In each instance, however, a human contaminator of the milk has been found.

Every person sick with the disease should be so confined that all discharges may be kept from contact, either direct or indirect, with other persons. This means, first, that all nasal or similar discharges must be caught on papers or cloths that can be burned at once; second, that no article should be taken from the sick room until it has been disinfected; and third, that no person leave the room without removing a protecting garment and washing his hands. No person who takes care of a scarlet fever patient, has been in the room near one, or has recently had the disease himself, should mingle with children or should handle food, especially milk. This is complete "isolation" of the patient.

Thus prevention of scarlet fever is not only possible, but it is all important, for there is no "cure." Once a child has come down with this fever it will finish its course.

§3. RECENT DISCOVERIES AIDING DIAGNOSIS AND TREATMENT

Besides strict isolation of the patient there are now other aids to the control of scarlet fever. The germ cause—long obscure—is now believed to be a streptococcus (small ball-shaped organisms that often grow in chains). Fluids in which these have been growing contain a poison, the same evidently that in the patient, sick with scarlet fever, causes the typical symptoms of the disease, *i.e*, nausea, rise of temperature, rash, etc. A minute amount of this toxic fluid injected into the skin of a person who has never had scarlet fever causes local reddening—a positive reaction showing that the tissues contain no protective antitoxin. If a susceptible person becomes sick with scarlet fever the reaction to this test, known as the Dick test, after about the eighteenth day will be negative, indicative that in the course of the sickness antitoxin has been produced. For many years it has been known that serum (the fluid part of the blood) from such a convalescent patient, when injected into the flushed skin of a person in the eruptive stage of scarlet fever, causes local blanching of the skin. Also this convalescent serum has been used in larger quan-

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tities for curative purposes with considerable success in the most severe forms of scarlet fever.

Recently a serum has been prepared by injecting a horse with the toxin until its blood contains antitoxin that will neutralize the streptococcic toxin if mixed with it before a skin test is made, and this serum may eventually prove as valuable in the treatment of scarlet fever as the corresponding diphtheria antitoxin has been against its specific disease.

By the use of the Dick test, and of the convalescent serum (or other antitoxic serums) skin tests can thus be made to determine the child's susceptibility or state of protection, or to diagnose the mild or doubtful case, and by the use of the convalescent serum (or other antiserum) in the treatment, the control of scarlet fever in the future should be far better than it has been.

§4. MOTHER'S PART IS MOST IMPORTANT

WHEN a case does develop, the mother's part is, as usual, the most important. Upon her doubtless falls the responsibility not only of tending the child during the period of sickness and isolation, but also of deciding in those first few moments what may be the matter with the child. Should a doctor be called? What is to be done before the doctor comes? She should know the typical case of scarlet fever.

The child "exposed" by getting the germs either directly or indirectly in his mouth or nose shows no sign for a few days—sometimes seven, more often two to four. This is the so-called "incubation" period.

Then suddenly, often in the night, the child is sick. Vomiting, sore throat, headache, possibly a chill or a convulsion, and a feverish look with flushed cheeks, bright eyes, and a dry hot skin are classical signs, though all may not be present. The tongue is furred, the appetite gone and thirst is increased.

Within twenty-four to forty-eight hours small red spots come out on the flushed skin of the chest and neck, then spread, reaching the legs last. The color brightens to a vivid scarlet, then fades and disappears in from two to seven days. The skin becomes dry and rough and general scaling occurs. (Peeling of the hands and feet—thick large pieces from the palms and soles—is a different thing which happens in the third or fourth week.)

The fever goes down as the rash fades, if there are no complications, and the child becomes less restless. The tongue becomes red at the edges, then red points show through the coating, making a "strawberry tongue." The urine is high colored and scanty. And during all of this time the throat is sore, or at least seems to be the place of infection, and there is danger of giving the disease through its discharges.

§5. SHOULD ISOLATE FOR 28 TO 35 DAYS

CONFINEMENT of the patient is usually necessary for twenty-eight to thirty-five days, possibly longer.

Not every case is so clear-cut. There are variations in severity, and the use of different names, such as "scarlatina" and "scarlet rash," may be misleading; the disease is still scarlet fever with all its dangers. "Treacherous beyond all other diseases," one doctor describes it, because of its abrupt onset with no warning, and because its "light" cases may become extremely serious, leaving the child with troublesome or dangerous secondary effects, such as "Bright's disease," running ears, deafness, or heart trouble.

The "light" case is a double menace. The child himself suffers from a lack of careful attention, and the community is in danger because the sickness is not recognized or the patient is only half-heartedly and imperfectly isolated.

Parents with a knowledge of symptoms are prepared should a child become suddenly ill with vomiting and a sore throat, or perhaps with nothing but the signs of a hard cold, to be thoughtfully and actively suspicious. The only safe course is plainly to put the child in a room by himself. Such a room should be pleasant, well ventilated, and suitable for several weeks' "residence" and isolation, if the suspicions prove correct.

§6. BEFORE AND AFTER THE DOCTOR COMES

THE doctor is called, but before he comes the mother will realize her chance either to stop or spread the infection. So she will take the precaution of wearing a protecting gown to be left in the room, of washing her hands after each visit, and of staying away from the other children. Other children will be kept from school, preferably not confined indoors, and watched during the seven days period of incubation.

Before going out after recovery, the doctor's approval of the throat and kidney condition should be given. Then the child should be bathed, the hair washed, and clean clothes that have not been in the sick room put on. The number of "return" cases, that is, new cases resulting from too early release from isolation, is a warning. It is hard to

keep a seemingly well person confined, but a few days or a week are well spent for safety.

The sick room should be cleaned and aired according to the directions of the health officer.

The outcome of this disease is particularly influenced by the care given the patient. Chilling should be carefully guarded against. Fresh air and warm sponge baths, however, are beneficial, if properly given. It is important that plenty of water should be given. The diet at the beginning should be limited to milk, cooked cereals, and fruit juices.

The present-day refinement in the technic of the Dick test for susceptibility to, and the serum inoculation for the prevention of, scarlet fever, with all its highly dangerous potentialities of severe complications, makes it the solemn duty of the parent, both to the child and the community, to give the protection of them to every child before it shall have attained an age much beyond infancy.

SCROFULA

Scrofula, or tuberculosis of the lymphatic glands, is met with principally among children, but not infrequently in middle age. The glands of the neck are most commonly affected, probably on account of the exposure of the tonsils to infection. It has been thought that the tonsils act as a kind of strainer for the air passing to the lungs, filtering from it the germs which would be likely to cause mischief to the body. In a state of health it is held that the tonsils are able to destroy the germs thus separated, but when, owing to an attack of catarrh, the activity of the tonsils is reduced, the germs are able to gain admittance through them, and thus the glands of the neck become infected.

There is a tendency for the tubercular glands to suppurate, though the majority of cases, if left alone, spontaneously recover. As the general health improves, especially if the child be placed under more healthful surroundings, the cells of the glands acquire strength sufficient to overcome the tubercle bacilli.

The treatment of these cases is primarily hygienic, fresh air and liberal diet and plenty of outdoor exercise being the chief factors; owing, however, to the possibility of more vital parts of the body being infected, it is sometimes necessary to remove the affected glands.

SCURVY

Scurvy is a disease caused by a lack of certain elements in the food (vitamin "C"). The condition is rare in breast-fed babies or those fed on raw milk, but is found chiefly in artificially fed babies who have lived for long periods on sterilized or proprietary foods.

The picture in the outspoken disease shows—

1. Pallor
2. Fretfulness
3. Stationary weight
4. Tenderness and soreness of extremities
5. Swelling of joints
6. Skin hemorrhages
7. Spongy bleeding gums

The treatment of scurvy is purely dietetic. Plenty of milk should be given in every case, and fresh fruit and vegetables should also be freely used. Orange juice, lemon juice, grapes, and, in older babies, mashed potatoes that have been boiled in their skins, and cabbages, are the most suitable fruits and vegetables.

Generally a great change shows itself within a week and the child takes an increasing interest in itself and its surroundings. Scurvy is often present with rickets, and the treatment for the two ailments is not dissimilar.

SMALLPOX

Smallpox is a highly contagious, eruptive disease of high mortality. Formerly the epidemics were very much dreaded, but vaccination has proved to be a great prophylactic measure, and minimized the danger of infection.

Symptoms: The disease begins with chills, headache, backache, vomiting, and fever which lasts 3 or 4 days. The eruption then appears, remains for a week, and is followed by a secondary rise of temperature. The face is swollen, the eyes closed from the inflammation; cough may be present.

Character of eruption: Eruption appears on the third day, first on the forehead and lips; it resembles red papules, which are hard and feel like shot imbedded beneath the skin. These gradually change to vesicles and finally to pustules with a depression in the center. In severe cases hemorrhage occurs under the skin.

Treatment: The patient should be put to bed, the bowels opened freely, and only liquid diet given. The headache is relieved by local cold applications. For the fever, sponge the body with cold water, give cool drinks. Irrigate the eyes with boric-acid solution if necessary. The mouth and nose should be kept clean with a solution of boric acid. To prevent the skin from pitting, scratching must be prevented. For the itching apply carbolized vaseline twice a day.

The vast predominance of world-wide evidence

is that smallpox *does not* occur in successfully vaccinated individuals. Every child should be vaccinated in infancy; if the first attempt does not give a successful result, repeated trial should be made until the vaccination "takes." Repeated inoculation with smallpox virus should be made again in from seven to ten years. *Everyone* should be vaccinated or revaccinated in the event of the occurrence of the disease in the neighborhood.

CEREBRO SPINAL MENINGITIS (SPOTTED FEVER)

By W. G. Stimpson, M.D.

This disease is caused by a germ which produces inflammation of the membrances covering the brain and spinal cord. It is thought to be communicated principally through carriers, that is, persons who are not ill or only slightly so, but who have germs of the disease in their nose and throat. The disease prevails principally among children and young adults, especially in cold climates during the winter and spring, and is more likely to attack those living in ill-ventilated, overcrowded houses. Some epidemics have occurred exclusively in villages.

§2. SYMPTOMS

The disease begins with a convulsion or a chill, followed by pains in the muscles, severe headaches, fever, rapid pulse, and increased respiration. Vomiting is nearly always associated with these symptoms. Delirium usually appears early. The muscles may be contracted so that the legs cannot be extended, the neck is stiff, and the back rigid. The pains are often so severe that the patient cries out. This is especially the case if he is disturbed by a noise, if the bed is jarred, or if an attempt is made to turn him or move him. The eruption from which the disease takes its name, "spotted fever," consists of small, round, purplish spots either scattered over the whole body or limited to certain areas. It is caused by hemorrhages under the skin and is not always present.

§3. PREVENTION

Persons suffering from this disease should be isolated. The nose and throat of the patient and of all persons who come in contact with him should be sprayed with a chlorazene solution (18 grains of chlorazene to 1 pint of water) or a menthol solution (menthol, 5 grains; liquor petrolatum, 1 ounce). If the disease is prevalent, it is well for all persons to use this spray, as they may be carriers and convey the disease to others, especially to children and young adults. The bowel discharges, urine, and sputum should be disinfected with a solution of bleaching powder made by adding 1 pound of bleaching powder to 4 gallons of water. Equal parts of the solution and the substance that is to be disinfected should be used. The mixture should be allowed to stand at least one-half hour before emptying. The person caring for the patient should not be permitted to mingle with other people and should be careful to wash his hands with the bleaching-powder solution or with a bichloride solution, 1 to 2,000, whenever he handles the patient. All towels, sheets, and other clothes used about the patient should be boiled or disinfected with the bleaching-powder solution.

§4. TREATMENT

The patient should be kept in a darkened room, as far as possible away from noise. It is important to obtain the services of a physician early, if it is possible to do so, in order that a lumbar puncture may be made with a hollow needle, the excess fluid drawn off, and a curative serum injected. The earlier the serum is used the more likely will it prove beneficial.

STYES

A stye is an infection that appears upon the upper or lower eyelid. When the first sign appears, cold compresses may dissipate it. Hot compresses will hasten the formation of a head on the stye. As soon as the yellow spot can be seen it should be lanced. This had best not be attempted by a layman, as the abscess will shortly rupture spontaneously. Oculists teach that this condition is sometimes caused by eye strain; therefore, testing of the vision is indicated by its recurrence.

STOMACHACHE

What is usually incorrectly called stomachache is one of the commonest troubles of childhood. The pain, as a matter of fact, usually is not in the region of the stomach itself, but proceeds from the bowels. Sometimes the pain is accompanied with vomiting. Relief is generally afforded by the application of a hot fomentation, and the clearing of the bowels by an enema. When a child frequently suffers from stomachache or other digestive trouble the teeth should be examined by the dentist. Such things as candy, cakes, and pastry should be avoided, and, of course, no tea or coffee should be given to a

young child under any circumstances. All the food given should be of the most digestible kind. Such things as milk, minced meat, boiled rice, custard, cocoa, toast, and an occasional hard crust are the kinds of foods that should form the staple diet.

SUNBURN

SUNBURN is a red and painful condition of the skin due to exposure of the surface of the body to the rays of the sun.

§2. TREATMENT

MAKE a lotion as follows: Take one-half a pint of hot water and stir into it a level tablespoonful of boric-acid powder; then add 20 drops of carbolic acid, and shake well. The solution should be dabbed on the inflamed skin with a small piece of cotton or sprayed on with an atomizer. It should not be rubbed into the skin. It can be applied every half hour if necessary. If no medicine is available cold compresses will give relief to badly burned areas.

SYPHILIS

SYPHILIS is a constitutional disease usually acquired by sexual contact and is due to infection by specific germs. It may be transmitted by infected cups and dishes, by kissing, or it may be inherited from parents (hereditary syphilis).

§2. SYMPTOMS

Primary stage: A chancre appears on the penis, or the inner surface of the labium in the female, sometimes on the lips, not earlier than three weeks after infection. Any sore appearing earlier than this time after exposure is not a hard chancre, but a chancroid, which is not syphilitic, but only a local sore. The chancre is a single round induration, hard, painless, and with little or no secretion; the glands in both groins are usually enlarged (bubo).

Secondary stage: Five or six weeks after its appearance the chancre heals, the patient is troubled with indigestion and weakness; there is slight fever and headache, with pain in the bones; sore throat with ulcerations; rose-colored eruption all over the face and entire surface of the body; an eruption appears upon the mucous surfaces, especially of the mouth and throat; these patches of eruption are extremely contagious, and the disease is frequently communicated by kissing or by the use of cups, knives, forks, etc. In the later stages falling of the hair and enlargement of the glands occur.

The tertiary stage seldom manifests itself before the second year, and only in cases which have received insufficient treatment or none at all. The symptoms of this stage are ulcerations of the skin and mucous membranes of the nose and palate, with necrosis of the bones. Paralysis and insanity result from the destructive changes in the nervous system.

In hereditary syphilis the signs are not usually manifested until 3 or 4 weeks after birth. The typical eruption then appears on the skin, with sores behind the ears and about the corners of the mouth and with mucous patches about the buttocks. There is constant nasal discharge. The face presents a senile appearance; the skin is wrinkled, and there is wasting, debility, and fretfulness. If the child lives, notched teeth and inflammation of the eyes (keratitis) develop later.

THRUSH (WHITE MOUTH)

THE inside of the baby's cheeks and less frequently the lips and tongue may be covered with small white spots, which may run together and cover the whole inside of the mouth and even continue down into the throat. The mouth in this condition should be washed before and after each feeding, or even every hour while the baby is awake, with bicarbonate of soda and water (one level teaspoonful to three ounces of boiled water). Great care should be taken not to hurt the mucous membrane. If the mucous membrane is irritated by rubbing when swabbing the mouth it will aggravate the condition. Great precaution should be taken to sterilize everything put into the baby's mouth, for thrush is due to a mold. It follows a lack of cleanliness in care of artificial nipples or use of dirty "pacifiers." Carelessness will lead to infection of other infants.

TUBERCULOSIS*

By ELLA OPPENHEIMER, M.D.

STUDIES by means of the von Pirquet skin test,* one of the best ways by which infection with the tubercle bacillus can be ascertained, indicate that by the twelfth year more than 90 per cent of the city population have been infected.

Tuberculosis develops when the human body is

*If we had some means of discovering which children had been infected, we might do a great deal to prevent the development of the disease, for in that case we would know the danger. Fortunately, just such a thing is possible, and this is one of the great advantages in our knowledge of tuberculosis. By a very simple and harmless test this can now be determined. This test is a simple needle scratch an

in a condition favorable for the growth of the organism and the absorption of its toxins. Such conditions are furnished by:

(1) Infancy and early childhood. (Infection at this period is likely to produce acute generalized tuberculosis or tuberculosis meningitis, or acute destructive pulmonary tuberculosis, all of which are fatal.)
(2) Repeated exposure. (Any resistance will break down under repeated bombardment.)
(3) Social and economic conditions: Fatigue, poverty with its attendant hardships, overcrowding, underfeeding, etc.
(4) Certain of the acute infections, notably measles, whooping cough, repeated colds, bronchitis.
(5) Physical defects, particularly the long, narrow chest, and the chest deformed by rickets. In the latter the lung space is greatly reduced.

Transmission of tuberculosis is by contact with cases of open pulmonary tuberculosis.

(1) Direct: Notably when a tuberculous mother cares for a child.
(2) Indirect—through dust, clothing, etc. Infection of children with the human bacillus is largely due to the fact that for the first six or seven years of its life the average child spends the greater part of each day on the floor, and his soiled hands and toys are frequently in his mouth. In a house where a tuberculous person resides, the floor becomes infected readily by coughing and careless expectoration. Infection may even be carried by shoes. The tubercle bacillus lives for long periods in dark, damp places.

Transmission is also through milk.

(1) Bovine tubercle bacillus in the milk of tuberculous cows is a cause of approximately 20 per cent of the cases in children in the United States, and of a much larger per cent in England and Scotland, where raw milk is commonly used.
(2) Human bacillus transmitted by milk contaminated by handling.

§2. MANIFESTATIONS OF TUBERCULOSIS IN CHILDHOOD

The younger the child having tuberculosis the more likely it is that the disease will be acute and fulminating. Even in young children, its only manifestation may be a slight fever and failure to thrive properly. It frequently develops after measles or whooping cough, when failure to convalesce satisfactorily frequently occurs, with prolongation of fever and development of signs in the lungs, glands, bones, or joints. What is thought to be broncho-pneumonia secondary to whooping cough or measles is frequently tuberculosis.

In older children the disease is usually mild; it tends to be chronic and often vague. The common manifestations are tuberculosis of glands bones, or joints; at times of peritoneum; not infrequently its only symptoms are malnutrition, anemia, or irregular fever.

§3. TREATMENT OF TUBERCULOSIS IN CHILDREN

It is largely hygienic and prophylactic, but may call for surgical treatment in bone and joint and glandular cases.

(1) Infants should be protected as follows:

(a) A mother with active tuberculosis should not nurse, care for, or be closely associated with her infant. (Infant preventoria for such cases seem the best way of approaching such a problem.)
(b) Nurses should be carefully examined before being allowed to care for children. Milk which is fed to children should come from cows shown to be free from tuberculosis by the tuberculin test, otherwise it should be pasteurized or scalded.

(2) Older children should be protected by building up and maintaining resistance. Preventive measures are as follows:

(a) Plenty of fresh air and sunshine. (Open-air schools and farms are advocated for children with positive von Pirquet reactions, for those who show malnutrition, anemia, irregular fever, etc.)
(b) Protection, especially of children who have been exposed to tuberculosis from measles, whooping cough, and respiratory infections. (If they contract these infections, the period of convalescence should be prolonged.)
(c) Removal of all local predisposing elements, such as infected tonsils and adenoids.

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eighth of an inch long, through a drop of tuberculin placed upon the skin. In a healthy child this heals in a day or two like any accidental pin scratch; but if the child has already been infected with tuberculosis, a small red spot forms about the scratch, which can be seen at the end of twenty-four hours and which slowly fades in a few days. There is no pain or discomfort, no fever or soreness.—*L. Emmett Holt, M.D.*

PREVENTING TYPHOID FEVER*

By Ralph H. Major

Typhoid fever, for generations one of the "captains of the army of death," now kills fewer people in the United States than automobiles. The death rate from typhoid fever is an accurate index of the sanitary intelligence of a nation. The steady fall in the number of deaths from typhoid fever is encouraging proof that our national intelligence is rising.

The cause of typhoid fever is a small germ first isolated by Eberth, a German, in 1880, and like all bacteria, it multiplies with extraordinary rapidity. When conditions for life are favorable, a single organism may produce several million offspring in twenty-four hours. The typhoid bacillus cannot live without moisture and prefers to live in water. It is rapidly killed by drying, but can live in ice for several weeks; a fact of considerable importance to those whose ice supply comes from lakes and rivers and not from the city ice plant.

Since the normal habitat of the typhoid bacillus is water, it follows that typhoid fever is largely a water-borne infection, and its eradication depends mainly on the control of the supply of drinking water. While the poet may sing of the deep, cold draught from the bubbling spring, and the farmer may boast of the wonderful water in his well, more cases of typhoid fever can be traced to the drinking of spring and well water than to the drinking of river water, although the virtues of the latter have not been celebrated in verse and song. The muddy city water has been passed through a process of purification that destroys the disease germs, while the pure, clear spring water may be draining from some outhouse that contains excreta from a typhoid fever patient.

A few years ago, in a certain town, a prominent citizen died of typhoid fever. Resolutions were passed by various civic bodies, beginning with the inevitable "whereas Providence has seen fit to remove our dear friend from our midst." A copy of these resolutions was shown to the health officer.

§2. NOT PROVIDENCE, BUT CITY OFFICIALS

"Don't blame this on Providence," he flashed, "blame it on the city officials. For five years I have been urging them to install a modern water supply and sewage disposal system."

This health official was familiar with statistics taken throughout the world, showing that the installation of a modern water supply and sewage system is invariably followed by an astounding fall in the prevalence of typhoid fever.

In some of the European cities in which vital statistics have been kept for many years the fall of the typhoid death rate following the installation of modern systems is striking. If you had lived in the city of Munich, in 1860, your chance of dying from typhoid fever was nearly forty times as great as it was in 1900.

In the Middle Ages leprosy was rampant in Europe. The sanitarians of that age solved the problem by locking up the lepers and keeping them from coming into contact with the rest of the people. This was hard on the lepers, but good for the rest of the population. In this more enlightened age such measures would be considered harsh. In typhoid fever it is, however, necessary to lock up and kill all the bacteria coming from a typhoid patient, since all infected water becomes so by the bacteria from a typhoid patient.

The first principle in eradicating typhoid fever is to destroy or sterilize the excreta from typhoid patients. If this were properly carried out in every instance, a typhoid fever patient would, in a generation, be about as rare as an auk.

§3. SPREAD AND PREVENTION OF TYPHOID

Typhoid fever carriers have formed the subject matter of many medical articles and of still more sensational newspaper stories. These are individuals who do not have the disease themselves and may never have had it, but who harbor the bacteria and scatter the disease germs wherever they go. Many will remember the celebrated "Typhoid Mary," a cook by occupation, who was responsible for many cases of typhoid fever before she was proved to be a typhoid carrier and restrained from scattering the bacteria.

In Bristol, England, a few years ago, an epidemic was traced to a cook who a year before had caused an epidemic in another town. From Zurich the case of a woman carrier was reported who in the course of thirty-one years gave typhoid fever to her husband, son, daughter-in-law and no less than nine servants. The excreta of such persons must be treated like that of a patient suffering from the disease. We can easily imagine the fate of these carriers at the hands of the Middle Ages sanitarians who incarcerated all lepers!

Epidemics of typhoid fever have resulted from infected ice cream, ginger ale, oysters, and other shellfish. These experiences emphasize the importance of using pure, uncontaminated water or milk in preparing food and in keeping the water

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where oysters and shellfish live free from infection with typhoid excreta.

The purity of our drinking water is tested by bacterial counts of water specimens. When the count is high, the health officials issue a warning. This does not mean that typhoid bacilli have been demonstrated in the water, for this is rarely possible. It means that the colon bacillus is present in the water in large numbers.

This organism is a normal inhabitant of the human intestine and its presence in large numbers shows that the water is contaminated by sewage. Such sewage may contain typhoid bacilli from the excreta of a typhoid patient and is, therefore, always a possible source of disease.

Flies may pick up typhoid bacilli on their feet and scatter the disease. In the Boer War, many field hospitals were infested with flies and many soldiers were infected by these flies crawling over their food at mess. This spread of typhoid fever is another of the capital charges against the murderous fly and an added reason for the proper screening of all food, of all typhoid patients, and of an ever vigorous "swat the fly" campaign.

Vaccination against typhoid fever ranks deservedly as one of the great achievements in preventive medicine. To prevent is always greater than to cure and this fact is especially applicable to typhoid fever, which cannot be cured but can be very largely prevented by vaccination.

It has been known for generations that an attack of typhoid fever usually makes a person immune from typhoid for life. It was later discovered that a similar immunity would be produced by injecting the killed bacilli into normal people. These killed bacilli produce in the body certain substances called antibodies that destroy typhoid bacilli should they gain entrance to the body.

A decade ago it was common in hospitals to have a certain number of cases of typhoid each year among the doctors, nurses, and orderlies who attended typhoid patients. Such a toll of disease and death was regarded simply as one of the hazards of the day's work. At present, when doctors, nurses, and attendants in hospitals are vaccinated, typhoid fever is rare among the hospital personnel.

The results of such antityphoid vaccination in armies are some of the most striking health statistics ever published. During the World War there were 213 deaths from typhoid in the American Army, with a strength of 2,100,000 men. If the death rate from typhoid which occurred during the Spanish-American War had prevailed, there would have been 68,164 deaths, a death rate 330 times as great. In the British Army during the Boer War, 123 out of every 1,000 soldiers contracted typhoid fever, while during the World War only one out of every 1,000 soldiers developed typhoid.

§4. WATCH WATER, SEWERAGE, AND FLIES

TYPHOID FEVER offers a striking example that the principal business of every physician is to destroy his own business. An old, retired physician was recently talking to a group of young doctors. He said: "I don't see how you fellows make a living. The first three years I was in practice, I made my living treating typhoid fever. You fellows don't see more than one case of typhoid fever in three years."

A few years ago the medical student saw hospital wards filled with typhoid patients; now such a patient is somewhat of a curiosity, the object of unusual attention and study. Such is the change that a generation of sanitation has produced.

The cause and prevention of typhoid may be summed up in a few words. Watch the water, watch the sewerage, watch the flies. If typhoid fever is prevalent, get vaccinated.

VOMITING

VOMITING is frequently an early and usual symptom of overfeeding. Many babies spit up a little just after feeding, especially if they are handled at this time. In reality, this is a "spilling over" which may happen to any baby and not infrequently it is caused by feeding too often. In such cases lengthening the feeding intervals to 4 hours is the only treatment necessary.

Too much food may cause spitting up, and the amount may be decreased.

The food may be taken too rapidly. For the artificially fed baby the holes in the nipple should be small enough to prevent this. If breast fed, the baby should be removed from the breast for short breathing intervals. Air swallowed while nursing may cause vomiting. To remedy this the baby may be taken up and held against the shoulder until the air is expelled.

For repeated vomiting, a physician should always be consulted.

It must not be overlooked that vomiting is frequently an early symptom in infectious diseases; therefore, when vomiting occurs in a well baby it is best to stop the food, giving only boiled water until the cause is determined.

WARTS

Warts may appear single or in bunches of cauliflower shape. They come not only on the hands but the feet, the neck, and moist surfaces of the body, like the armpits, the vagina, or the rectum.

Simple warts may be touched lightly with a silver nitrate "pencil," obtainable at any drug store. It should then be washed off with water containing one teaspoonful of salt to the glassful.

WHOOPING COUGH

Whooping cough is one of the most serious of the contagious diseases in its immediate and remote effects. Statistics show that the mortality among those attacked with this disease is: under one year of age, 26.8 per cent; between one and two years of age, 13.8 per cent; between two and five years of age, 3 per cent; and between five and fifteen years of age, 1.8 per cent. The disease is not infrequently complicated by inflammation of the lungs, and the violent coughing which occurs may produce a harmful dilatation of the lung tissue itself. It is by no means uncommon in underfed children for the disease to be followed by tuberculosis of the lungs. Cases of paralysis complicating whooping cough have been reported.

The name given to the disease is descriptive of the peculiar cough associated with it. Whooping cough is highly contagious and is accompanied by inflammation of the lining membrane of the breathing tubes and a characteristic and far too familiar whoop.

For a long time the cause of whooping cough was unknown, but it has been determined that the organism presumably responsible for the disease is a small rod-shaped germ, which occurs in the sputum several days before the patient begins to whoop and continues there for several days after whooping ceases. It is thus seen how the disease may be spread by the sputum, even before the patient is known to be suffering with whooping cough. The germs are not easily found in the sputum in the latter part of the disease, but experience has shown that a patient who is nearly over the disease may still transmit it to someone else.

The exact length of time after exposure to whooping cough before the earliest symptoms of the disease appear is not known. Observations seem to show that it is within fourteen days. As a rule it appears to vary between five and ten days.

The course of the disease in a case of ordinary severity may be roughly divided into three stages: First, the catarrhal stage, presenting the symptoms of irritant cough without fever or vomiting and with little expectoration, which usually lasts from one to two weeks; second, the paroxysmal or spasmodic stage, which usually begins the second or third week, and in which the cough appears in spasms and ends in a "whoop"—this stage may last from four to ten weeks; finally, the third stage, or stage of decline, during which the symptoms correspond to those of the first stage, although frequently accompanied by greater exhaustion of the little patient.

The child at first has the symptoms of an ordinary cold in the head and chest, accompanied by sharp nervous coughs, which have a tendency to come in a series. This gradually increases until there is a succession of violent coughs accompanied by a feeling of suffocation and flushing of the face. It is frequently stated that the child "coughs until it is black in the face," and this is not an inaccurate description. As soon as the cough has ceased, the little sufferer endeavors to fill up its lungs again, but there is a nervous spasm of the muscles of the throat which narrows the opening through which the air must pass. The violent attempt to inspire the air through this small space produces the familiar "whoop" from which the disease receives its name. In mild attacks the child may cough only once or twice a day, but in other cases the seizures may occur every few minutes. If the child is kept quiet, the paroxysms occur less frequently. They may be brought about by the inhalation of dust or by excitement. Laughing, crying, eating, or drinking may also provoke them. Not infrequently the violence of the cough may cause vomiting or the involuntary passage of urine or feces.

In very severe cases there may be a bleeding from the nose or into the whites of the eyes, and blood may come from the ears or the mouth. It used to be thought that the disease was caused by a little ulcer beneath the tongue, but it is now known that the ulcer is caused by the rubbing of the tongue over the lower teeth during coughing.

In the early stages there is fever and the child is very restless. There is likely to be loss of appetite; and because of the vomiting which takes place, the children lose weight and become weak. In the early stages the eyelids are reddened and swollen, and the face may look puffed, particularly during the cough.

The most frequent complications of whooping cough are broncho-pneumonia, which is often followed by tuberculosis; convulsions, which are usually fatal; bleeding from the nose; hemorrhages into the nervous system, occasionally resulting in death or in some form of paralysis.

No child should be allowed to go through an

attack of whooping cough without intelligent care and attention by a physician.

The outcome of this disease depends upon three main conditions: (1) The nutrition of the child, (2) the ability to obtain a sufficient amount of rest and sleep, and (3) the character of the complications. Under proper treatment the suffering of the child can be very much reduced, the course of the disease may be shortened, and the dangers from complications greatly lessened. It is not only important for the child sufferer to be under treatment; his parents should also be instructed as to methods of preventing the spread of the disease.

In the absence of complications, children having whooping cough should be kept in the open air all day, and sleep out, if practicable; if this cannot be done, they should sleep in a room with the windows wide open. They should be well clad, the clothing being heavy enough to prevent chilling and light enough to prevent the child from becoming overheated or tired by the weight of the clothing. As long as the child has fever or is weak it should be kept in bed. If possible, the bed should be placed on a porch or in a tent on the roof or in the yard. The sides of the tent should not be put down except for the purpose of keeping out rain. The bedclothes should be so arranged that the covers cannot be kicked off. The child should wear woolen pajamas, and if there is involuntary evacuation of urine or feces, a diaper should be substituted for the trousers.

It should be remembered that pneumonia is a frequent and serious complication of whooping cough and that cases with a tendency to bronchitis should not be unduly exposed. Cool, not cold, fresh air is what is desired, and in inclement weather the patient should be kept in a well-ventilated room at about 60 degrees F. if there is any suspicion of bronchitis or pneumonia. Inasmuch as dust provokes the paroxysms of coughing, it may be necessary to sprinkle the roof or yard in which the child is kept. The diet should be such as can be easily and quickly digested. Soups, pasteurized milk, eggs, and the like should be given frequently. The matter of the treatment of the disease is one to be left to the physician attending the case.

The germ of whooping cough is found in the sputum of persons having the disease. During the paroxysms of coughing, this infected sputum is thrown a considerable distance. The first thing to do in the prevention of the spread of this disease is to prevent the sputum from the sick from being taken into the system of the well. The sufferer should be provided with a quantity of soft paper napkins. As soon as these are soiled they should be burned. Everything which has come in contact with the patient should be sterilized before it is allowed to come in contact with other people or things which may be handled or used by other people. Bedclothing, napkins, table linen, towels, and the like may be sterilized by boiling. The great agencies in spreading whooping cough are the human fingers, and, of course, things which are touched by them. Infected eating utensils, when not carefully sterilized after each using, and merely rinsed in lukewarm water and given a perfunctory wipe on a towel none too clean, may spread the disease to others. If every household properly sterilized its utensils, there would be very great reduction in the prevalence of the sputum-borne diseases. It has been suggested that masks would be a means of controlling whooping cough. These may be of service, not because of any filtration of the expired air, but because a mask will keep the fingers out of the mouth.

Children having whooping cough should not ride in street cars or other public conveyances, nor should they attend schools, Sunday schools, or other places of public congregation. Well children should be taught that they must not come in close contact with children who "whoop"; and as a method of protection against not only whooping cough but many other diseases, they should be thoroughly instructed as to the dangers of trading gum, exchanging pencils, and the other means by which sputum may be transferred from one person to another. It is necessary that when children having whooping cough go upon the street they should be accompanied by some adult to keep them from playing with other children.

THAT WORMY CHILD*

By Park J. White

It is remarkable how delighted—even flattered—many folk are by having certain favorite diagnoses made of their own or their beloveds' ills. How they thrill to the sound of "biliousness," "grippe," "ptomaine poisoning," teething," and, alas! *"worms!"*

Now, if we except biliousness, which is scientifically beneath contempt—any of these diagnoses may be accurate enough, but they are sometimes made by doctors who are either too busy or too lazy to be painstaking, or still oftener by druggists, neighbors, or relatives who are forever impelled to make some sort of diagnosis.

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Nowhere is diagnostic mythology more potent or more popular than in relation to wormy children. Even in this generation of intelligent care of the young, worms are likely to be considered guilty until or even after they have been proved innocent.

I know many grandmothers who are scornful of the doctor who ventures the suggestion that the child may not be wormy after all. For that matter, many persons devoutly believe in the influence of the quiet, kindly moon upon the activities of worms.

§2. CHILD'S HABITS CAUSE SUSPICION

Now, what does the poor child do to make his elders suspect or accuse him of being wormy? One might almost answer, "Anything." As a matter of fact, there are three performances on the part of the child which make it practically certain that someone in the household has at some time had serious thoughts of worms.

First, there is grinding the teeth at night. It is astonishing what a piercing, raucous noise a child can make when he does this. But let us, in all fairness to the child and to the worms, remember that there are several conditions which may produce this symptom, such as decayed teeth, infected gums or adenoids. Besides, there is a host of things that may prevent proper sleep and so lead to that state of semisleep during which all sorts of nervous habits are likely to be formed.

Certainly worms deserve a place in the long list of rest-preventers. To overlook them, to deny that they might be responsible for the symptoms, is at least as serious a mistake as to make a positive diagnosis of worms without proper evidence. Finally, with regard to the teeth-grinding mentioned, we must not forget that there are many children known to be infected with worms who never grind their teeth at all.

The second standard popular symptom of worms is nose-picking. The third is restlessness or twitching of any sort. Obviously, any nasal discharge or irritation can make a child start picking his nose, and such a habit once begun is very difficult to stop. Obviously again, the causes of restlessness are legion. All of them must be investigated and, still more important, the worms themselves or their eggs must actually be found before worm medicine is given, or far more harm than good will be done the child.

The list of symptoms, then, that worms do not cause is a very considerable one. What symptoms do they cause? It depends, of course, upon which worm is guilty.

§3. VARIETIES OF WORMS

I HAVE heard parents refer to worms in much the same vague, uncertain way that men used to refer to evil spirits. Like everything else we talk about, when we discuss worms we are likely to mean the kind of worms we are acquainted with. In the South, for example, the popular worm is affectionately known as "the hook."

In general, however, when persons speak of worms in children, they mean pinworms. When they don't mean pinworms, they mean roundworms. More rarely the remark is made that "He must have a tapeworm"; a remark which would be made less casually if the typical villainous-looking beef tapeworm were more commonly known.

As far as symptoms are concerned, one would think that the tapeworm, with his twenty-odd feet of villainy, would cause more symptoms than the voracious appetite commonly ascribed to him. But it is an absolute fact that in practically every case of proven tapeworm infection, not a single symptom could reasonably be traced to the worm. Its presence was discovered only on appearance of segments of worm in the stools.

The same is true of the roundworms, with certain important exceptions. These beasts make up in enterprise what they lack in length. For, though they seldom do so, they may spontaneously pass out through the anus and cause tickling and all its results. Medical textbooks all present pictures of masses of roundworms obstructing the intestines and even passing upward to cause choking. It should be strongly emphasized that the latter is very unusual.

It is peculiar that sometimes children who harbor any roundworms at all harbor but a single worm instead of many. I know of a boy of nine who was much alarmed one morning by finding he had passed a roundworm about eight inches long. I searched diligently and frequently for eggs and for further worms, after putting him through a course of treatment. He has never passed any more.

As is well known, many of the tropical worms cause severe, and some of them dangerous, symptoms. The hookworm, formerly so common in some of our own Southern States, produces laziness, apathy, anemia, and perverted appetite; fortunately these symptoms are not found in patients infected with the more familiar parasites.

Laymen—poor wretches—and patent medicine makers—rich wretches—share the idea that getting rid of the larger worms mentioned is a very simple matter, especially if you follow the directions on the bottle. Anyone with hospital experience

knows how painfully false this is. The proper dietetic management of the patient, the determination of the dose of cathartics, proof of the passage of a tapeworm's head—these require real medical acumen, not to mention courage.

The same is true of the treatment of the individual case of hookworm. From the point of view of sanitary engineering, of sociology, of sheer medical enterprise, the task of ridding the South of hookworm infection has resounded to the everlasting credit of the men responsible, and of the Rockefeller Foundation, without whose financial aid the work could not have gone on.

§4. THE PINWORM, HER LIFE AND WORK

I HAVE touched upon the activities and the treatment of these important parasites in order to clear the way, as it were, for a separate consideration of that tiny but mighty pest, the pinworm. She it is that 90 per cent of persons mean when they talk of worms.

The answer to the question, Where do they come from? has shared in the general mythology about worms. Many are convinced that they come from eating sweets; they often follow up this conviction with the dire threat, "If you don't stop eating so much candy you'll get worms." It requires but little thought to make it clear that neither sugar nor candy undergoes a magic, devilish transformation into worms inside the child. Pinworms come from pinworms, and from nothing else.

We all know how insanitary are the habits of children, what a literally hand-to-mouth existence they lead. If to this natural tendency is added lack of household sanitation, lack of care in washing raw fruits and vegetables, lack of care in cleansing spoons, dishes, and other utensils, plus a few other infected children in the house—there you have conditions in which any family of pinworms would revel.

The fully developed female pinworm is about half an inch long and can best be seen at night, crawling about the anal region. After the eggs are ingested by mouth, the adults develop in the small intestine where breeding takes place and the males die. The females pass out of the anus at night, full of embryo-containing eggs, which are hatched out in the folds.

Now, gross and microscopic stool examination by a trained person is of the utmost importance in the diagnosis of tapeworm or roundworm infection. But the habits of the pinworm make the examination of the anal region at night of at least as great importance as the physician's examination of the stool, for the worms will probably have died by the time the stool reaches the physician. The eggs are seldom really incorporated in the stool substance but are found in scrapings from the anus.

§5. WRONG TREATMENT FOR WORMS

AS FAR as the child's symptoms are concerned, itching of the regions involved is obvious. The casual relation between such worms and bedwetting can easily be seen. Even during sleep, the child scratches about the anus, transfers eggs and even worms to the mouth, and so constantly reinfects himself. There is no intermediate host; that is, no other animal necessary for a certain stage of development of the worm.

The reason so many mothers wail that pinworms are hard to get rid of is that the methods they use are neither proper nor thorough. I have worried along for months with a certain family, all nine of whom were afflicted. Because the children don't like the treatment, the parents lack the courage of their convictions, so the worms thrive on.

The much-advertised patent medicine, old Dr. So-and-So's Vermifuge, may be responsible for failures. Some of these concoctions may be of value because of the santonin or other really useful drugs which they contain. But this sort of treatment alone, though possibly successful in occasional cases, is likely to fail in the majority because of the necessity of taking additional precautions against reinfection.

§6. TREATMENT OF PINWORMS

THE proper treatment of pinworms consists in frequent enemas of infusion of quassia or garlic, and, in stubborn cases, the administration of santonin. To prevent reinfection, the night clothes must be arranged, whether by buttons or by drawstrings, so that the child cannot get his hands through to scratch the anus. The finger-nails must be kept short. An ointment of ammoniated mercury or other antiseptic of proper strength should be applied nightly in order to kill the embryos. The genitalia should be thoroughly searched and cleansed, lest the worms should find lodgment there.

I hope I have made it clear that there are several things which conscientious parents should remember about worms. First, they must not give the child bad treatment for worms that do not exist. Second, if the child actually has worms, it is essential to know what kind of worms they are, and then fight to a finish with the proper weapons. There is no reason why, to use the picturesque language of Job, "the worm shall feed sweetly on him."

"The teacher can not begin his work by educating the child, for the simple reason that he has no clue to the operation. He must begin by observing the child, and then, when he knows his material, he can with some hope of success go to work."—*C. Hanford Henderson.*

MENTAL DEVELOPMENT

"In her fine contribution to kindergarten literature, "The Kindergarten in American Education," Miss Nina Vandewalker gives these four principles which the psychologist of to-day approves, not for the kindergarten alone, but for all education: first, education is a process of development rather than a process of instruction. The child is not an empty vessel to be filled, but a growing organism with unfolding power of body, mind, and spirit. Second, play and not work in the sense of drudgery is the natural means of development during the early years. Third, that the child's creative activity must be the main factor in his education. He "learns by doing" rather than by memorizing facts. Fourth, that his present interests and needs rather than the demands of the future should determine the material and the method to be employed. Instead of selecting subject-matter which as an adult he might understand and use, we select that which he can know, enjoy, and use in his play-projects now; for he who lives the life of the present day of his development most fully will be most ready for to-morrow."

—Edna Dean Baker.

HOW A CHILD LEARNS

INTRODUCTION

By J. L. Meader

In the case of the normal boy or girl of school age, there really is no such thing as work without interest. A child masters a lesson assigned him either because he has an intrinsic interest in the lesson itself or because he desires to avoid the consequences of failure. The problem of interest in teaching is therefore not whether children can learn with or without interest but what kind of interest shall be utilized.

Unfortunately, many of our teachers seem to have confused interest with pleasure or amusement. They seem to feel that the important thing is the manner of presenting a subject and so they call drill words "little fairies," number facts "fish to be caught," and geography facts are gained by a trip around the world. It is assumed that such teaching devices supplemented by smiles and plenty of amusing experiences and carried on in an energetic manner will arouse an abiding interest on the part of all pupils for every lesson in the daily program. They appear to be striving simply to keep the pupils good-natured and well behaved. They seem to feel that all effort is opposed to interest and argue that because certain of the necessary steps of a lesson do not bring immediate pleasure to the pupils, the work consequently lacks interest to them. They seldom concern themselves with what kind of interest the pupil has in the subject matter after the lesson has been taught and the facts mastered.

While the foregoing teaching devices may have their place in the lesson procedure, they barely scrape the surface so far as creating and maintaining genuine interest is concerned. Furthermore, they usually result in divided attention and interest. Pupils often become more interested in the device itself than in the lesson.

It may be advisable in this connection to contrast the terms motive and incentive:

The *motive* originates with the child. It is an "inner urge" to master the lesson, to carry through to successful completion a given line of work, or to solve accurately a given problem because it is related to the pupil's interest, experiences and desires. He feels the problem or the lesson to be his own and appreciates the value of its solution. As a result, the child becomes whole-heartedly absorbed in it and gives himself without reserve to its mastery or solution.

An *incentive* originates with the teacher. It is a means to an end, a device, an effort to make uninteresting material interesting to the child by surrounding it with extrinsic attractiveness. It usually results in divided attention. It is external to the child and therefore has not lasting value. It is likely to result in "ready-made" answers to satisfy the teacher.

"One of our main aims of education should be to stimulate abiding interest in the *studies themselves;* and our constant problem would be to select those studies and phases of each study which help to develop permanent and desirable life interests."
—Bolton.

§2. FOUR WAYS CHILDREN LEARN

Although it would be difficult to list all the ways in which children learn, the four most important are:

Learning Through Motor Activity

Motor activity includes all forms of manipulation of the body as well as of things. It includes construction in its various types. It involves the trial and error method which the child uses constantly.

Learning Through Imitation

"Everything from the crowing of chickens to the whistle of a locomotive, from the wriggling of

a snake to the preaching of a sermon is imitated. Nothing in his environment—physical or social—escapes the child."—James.

The importance of this native capacity can hardly be over-estimated in connection with the learning process, particularly in the lower grades. In speaking, in reading, in dramatization, and in many other forms of activity, imitation plays an important part.

Learning Through Association of Ideas

Children learn to read by means of association. A child masters a foreign language by learning the correct associations between English words and their foreign equivalents.

Learning by Reflective Thinking and Reasoning

Here the child purposely sets about gathering sufficient evidence or data to solve a problem which has been proposed by the teacher or which he may have thought of himself. Reflective thinking or reasoning presupposes the presentation of a problem and an appreciation on the part of the child of the value to be secured from its solution.

IMITATION

By Michael Vincent O'Shea

Nature commands the normal child to be ceaselessly occupied during waking life in using all the things at his command to reproduce what he sees going on around him. The child who gallops off on his broomstick, imitating his father on a horse, is getting valuable experience of a simple sort in doing what he may need to do later in life. In this simple action he is using his senses to get information, and then, most important of all, he is making this information his own by actually doing the act. This is the only way he can learn it. He cannot even perceive accurately until he is under the necessity of reproducing the thing he is perceiving, or adapting himself to it in some way. Nature will not develop any faculty unless there is need for it. If the child could get all he wants without becoming sharp in sight, hearing, taste, touch and smell, he never would acquire any keenness through any of his senses.

The child who has a large sand pile in which he may make pies, build houses, and so on, has a better chance to develop his intelligence than a child who is not so favored. As a rule, the better the child's opportunities for imitation, and the wider the range of his imitations, the more rapid and normal progress he will make in the development of his mind.

Often parents think that doll play is simply amusement; but it may be the means of developing intelligence in a high degree. The child of four or five who cares for her doll, watchful of its needs, nursing it when in trouble, dressing it, putting it to bed, instructing it, is getting forward faster than she ever could without such experience. These activities all require keen observation, and intelligence in execution. Doll play brings in most of the factors of intellect which are required in caring for a little child in real life. Of course, the more the child has to do for her doll, the better it will be for her intellectual development. A doll which the child does nothing but look at, rock to sleep, or carry in her arms, is of slight value compared with one that must be dressed and undressed, have her hair combed, her nails polished, for whom clothes must be made, and so on.

As the child's range of observation increases, doll play ought to become more varied and educative. A child who is given a suggestion now and again will readily develop a high degree of imaginative feeling with regard to dolls, all of which may be vastly important for intellectual development. Suppose a child has five or six dolls of different sizes and appearance. Each one may be made to personify a member of the family or some person in the neighborhood; or a character in history or in some story which she has heard. Then these characters may be made to act their parts in a little drama. There is no experience in human life which is more absorbing than these play dramatics in early childhood; and it must be impressed that in this play the child is simply taking mental possession of the world around him. If he did not dramatize life, he would not learn it.

An observing parent must have noted his child's passion to play a part. Every living thing he sees furnishes a model for personification. Now he is a cat, now a dog, now one of his playmates, and so on *ad libitum*. Do you see what this means for development? Suppose, for instance, that a child five years of age visits a blacksmith. When he comes home you may find him shoeing horses all the time. Anything will answer for the horse. All the child is concerned with is the shoeing. In performing this activity he is really learning about it.

What an advantage it would be to your child

if he could utilize the objects in his home so far as possible to carry on his imitations. Perhaps you have looked upon these play activities only as an annoyance, and have felt that they should be suppressed. But greater harm could scarcely be done a child than to prevent him from imitating and personifying the people and things about him.

Probably the first act of the infant not wholly instinctive is imitative. At first it seems involuntary, like our disposition to yawn when we see another yawning, but later, as he sees more distinctly and gets stronger, he tries to copy the actions of others; and by this road learns to do, one by one, the little acts of his daily life. So he begins his education—self-teaching. Soon he advances to the point where he shows that he takes pleasure in his attempts at imitation, and begins to try to do what he notices others doing, just to see whether he can. Imitation next rises from mere material things to manners, speech, and ideas. The faculty varies, of course, with the children, but in all it is the essential factor in early education, and one which should be carefully heeded. Observe that children brought up in a group of brothers and sisters are, as a rule, quicker and less troublesome than those alone in the family; and that a school is in general better than a private tutor for a youngster. Children learn from the people around them more than from books. Hence the need of guarding against those "evil communications which corrupt good manners." The responsibility this places upon the parent is plain to be seen. It is of the utmost importance that the speech, the manners, the kindness, the personal and home virtues generally, from which the child gets his first impressions and earliest habits, shall be of the best; in short, that the models he imitates so closely and indiscriminately shall be good.

CURIOSITY*

By Elizabeth J. Woodward

What other touchstone may a child apply to the immediate edges of the little world he lives in except that gift of his birthright which we call curiosity?

The little child tastes, feels, listens; he watches, imitates, dramatizes, becomes; he breaks and tears; he pounds and pulls, and by the use of all his senses, tests his environment long before he shows the form of curiosity which we most easily recognize as such when it begins to prick our complacency—that is, by asking questions.

If the baby does not show response to these sensations we are anxious lest he may not be normally keen. If an older child takes the pose of "no interest," it is a reflection of the home or community of which he is a part, and an adverse comment upon it as well. If he is actually not interested to test his world, he is either repressed by the ignorance of those about him or he is mentally or physically ill. In any case, parents and teachers should bend themselves to the problem, for curiosity is a vital means of growth. It may be merely a matter of vocabulary—he may not know how to frame his question or he may fear that he will not understand your answer. A child asks what seems to be the same question over and over; occasionally, of course, this is a trick to gain time, but more often it is because he is adjusting your adult phrases to his thought.

The question he asks is not as big in his mind as it is to your ears. Your reply itself—the words—is not as momentous as it seems to you, but the manner of your reply is vital. He asks, "Where is God?" and the next instant, unless you over-emphasize the question, he is playing expressman or steam engine again in entire unconcern. He does not expect an answer from your profound thought; his question may sound the depths of what you have to give, but he is not seeking to measure your knowledge.

With the naturally slow or reserved child it may well be the need of getting behind the problem or question, or of absorbing it, before he can put it into the words of his own growing personality. We do the same. We revolve a new idea in our maturer minds until we utterly reject it or until we accept it tentatively as part of our mental equipment. Not until then do most of us put our question in words, even to those whose thoughts lie close to ours. It has been and is potentially a part of our growth in individuality.

When speech finally comes to the aid of curiosity she brings a bunch of keys. They jangle a bit even in mother's patient ears, but *Why, What, Who, Where, How* unlock the secrets of the universe.

Grown-up defenses must then be ready to meet the onslaught of inquiry, for parental wisdom

*Courtesy of the Federation for Child Study.

is never nearer the divine than when telling the truth to a child. "Nothing but the truth" always; "the whole truth" seldom.

The child hungers for ethics, for guidance in the conduct of life, long before he knows it, and a person whose mind is not open to ethical possibilities ought not to be with children.

When the child asks, "Where did I come from?" you are strewing your path with thistles if you frame your answer, "You came down from heaven." Heaven and the sky are too nearly interchangeable in nursery parlance, in song and story not to bring confusion in place of clarity.

"Did I come when it rained? Who caught me?"

If the child has seen the moon, or learned to watch the stars, it will not be many years before he will seek some other authority, for of course he will not believe that he is kin to a meteorite!

If we believe with Dr. Kirsopp Lake that a knowledge of facts is the basis of virtue and of religion, we must be sure of our facts, and of the order in which we think it wise to present them.

The child living in the country has the opportunity of meeting the question of the early whereabouts of the baby much more normally than children who do not know plants and animals as everyday companions. He may be shown the seeds of the plants, the pine tree which has pollen branches, and the other pine, looking like it, but bearing the crimson "blossoms" which will later become cones. He sees the bird's nest with well-guarded eggs; the hens, keeping the eggs warm until the chickens are strong enough to live without the shell; mother-cat keeping her kittens warm inside her furry "stomach"; lady-dog "married" to a father dog, and then having puppies.

It is the resulting chickens, kittens, and puppies that are of primary, wholesome interest to the child, and the preliminaries are accepted as nature's way of presenting new material. The story of human motherhood will lose none of its noble beauty because of likeness to the friendly animals.

But granting it is desirable to answer all of the child's questions—can it be done thoroughly? Heaven forbid! Thoroughness does not belong to young children; a child does not know a subject thoroughly; he thinks in points, touches a point that interests him, and the subject is his ever after; he has the key to it, though it may grow rusty by disuse.

On the floor of one of the kindergarten rooms the solar system drawn in crayon challenged the visitor as scarcely adapted to kindergarten days or ways. It was an outgrowth of the questions—not of one child but of many children. They were satisfied with the small measure of truth for which they asked, and soon their active feet danced the sketch, literally, from sight.

Though the child's knowledge cannot and should not be thorough, it should be sound—a simple, active nucleus for larger truths. The little question demands only the little answer; to give a full answer is to inflict a wrong. You must become a little child to hear and answer. If you add to your reply the tactless, "You can't understand yet," or, "I'll tell you more when you are older," or "You will know by and by," you do not answer at all, and the child knows it. Next time he will ask someone else, not you. But if you answer his little groping thought with a germ of truth and say it as if you believed it, he will accept it as final. When the idea recurs, it will have grown and he will want to know more. He will ask *you,* and with each question and answer will draw nearer to the full confidence in you and with you that will become your pride and his safeguard.

This is not a counsel of superficiality; this is not teaching self-deception; it is weaving his web of life with fine, strong threads as he sees their beauty and their strength.

Curiosity, when it is true interest, grows upward to sympathy, and it is the gateway to noble research in every field; but like other qualities, it may grow downward to the reverse of its height—to intrusive questions, inquisitiveness.

Curiosity in the adult is often curbed by the very vastness of the matter to be curious about; we select and eliminate. The child knows no limit, no scale of values, and we are unfair when we tell him not to ask questions about things he cannot understand. He doesn't know that there is anything he cannot understand! The duty of discrimination is laid upon the grown-up who must not let him see that one question is trivial and another vast.

The connection of topic of question to the present or to any recent happening you may not see, but to the child the relevancy is there, and the query must be bravely met.

Mothers must often echo Tagore's wish:

"I wish I could take a quiet corner in the heart of my baby's very own world. I know it has stars that talk to him and a sky that stoops down to his face to amuse him with its silly clouds and rainbows. . . .

"I wish I could travel by the road that crosses baby's mind, and out beyond all bound; where messengers run errands for no cause between the kingdoms of no history; where Reason makes kites of her laws and flies them, and Truth sets Fact free from its fetters."

WHEN THE CHILDREN ASK QUESTIONS

A question uttered or unexpressed is a prayer for knowledge. The moment when it arises in the soul should be sacred, almost like that of the hour of visitation of the Holy Ghost to the religious teacher.—*G. Stanley Hall*

A SKILLFUL advertisement, a few months ago, pictured a father, seated, tearing his bewildered hair, while his children besiege him with questions. The intimation was that if he would buy a certain set of books he could forever after secure himself from such a plight. Would that there were such an assured panacea! Still better would it be if a talking machine could be invented which, even at the price of a periodic nickel in the slot, would do the business. Or if knowledge can be measured like gas, it might be emitted by the foot. Wisely does Dorothy Canfield Fisher remark that a "Professional Question-Answerer to Children" would make a fortune—and earn it, too.

Yours are not the only children who have driven their parents frantic by questions. In Doctor's Hall and Smith's "Study of Curiosity and Interest," the following are some of the inquiries that were propounded by children under school age:

"Are black people made of black dust?"

"Where does the stocking go when a hole comes in it?"

"Am I wound up? Will I ever run down?"

"What is inside us that makes us laugh?"

"Shall I be a mamma when I grow up?"

"Why couldn't George Washington tell a lie? Couldn't he talk?"

"Where is to-morrow?"

"What is the highest number you can possibly count?"

"When you sneeze, where does the sneeze go?"

§2. QUESTIONS A HOPEFUL SIGN

SERIOUSLY though, we all know that if a child could buy answers to his questions out of a slot-machine, it would be the worse for him.

Asking questions is the most respectable thing a child ever does. When he is practicing the habit he should not face a line of retreating backs, but a group of pleased and commending relatives. A child asking questions is giving proof of a number of gratifying qualities.

In the first place, he is proving that he has a mind. Animals and imbeciles never ask questions. Human beings that have stopped growing ask no questions.

He is proving that he is hospitable to ideas. This is a rarely fine trait.

§3. QUESTIONS ARE THE WAY TO LIFE

THE best way to understand your child is to listen to his interrogations. "A shrewd parent can learn more from a child's questions," Kirtley says, "than the child can learn from his answers." To test this, quietly note down the next ten inquiries your young hopeful makes about any given topic. Your guidance of his whole future vocation may be wrapped up in them.

§4. WHAT TO DO WITH QUESTIONS

THE first thing to do with a child's questions is to sort them out. They fall into three classes: (1) Thoughtless questions, (2) impossible questions, and (3) real questions.

There are two ways to deal with thoughtless questions. One is to regard them as the efforts of a tired or lonely child to be sociable. When a child pours out a stream of inquiries without waiting for one answer before he propounds another question, what he often wants is just a little notice or some friendly conversation. Under such circumstances it is better to engage in a pleasant chat with him or to tell him a story. Occasionally, however, the listener may note that he is getting germs of a real question, in which case he will treat them as such, by methods explained below.

Impossible questions include questions that are unsuitable and questions that nobody can answer. The only questions that are unsuitable for a child to ask are those which he is too immature to comprehend. For I would never say "hush" or act the coward before any question. But I would postpone certain answers. If the question is one that nobody can answer, boldly say, "I don't know. Nobody knows." Yet even in such a case possibly a clue can be given. A child asks, "Who made God?" Mrs. Edith Mumford, a sensible English writer, suggests approaching an answer by calling the attention of the child to the fact that just as dresses come from cloth and cloth from the warehouse and the warehouse gets it from the factory and the factory from the sheep—and men cannot "make" sheep, so always when we talk of "making" we are really only "changing" things, and by and by we get back to something in Nature that we can not make—face to face with life and growth.

§5. DEALING WITH REAL QUESTIONS

REAL questions should be carefully collected. Sometimes they cannot be answered at once. This is unnecessary, if the child recognizes that they are being saved for him. One mother jots inquiries down just as she does her grocery-list and keeps them for Father's return at night. Another has an answering-bee on Sunday afternoon. Still another has them talked over by the entire family at table.

The real reasons we parents don't answer questions more genially is, frankly, *because we do not know the answers.* And this leads us to quote the sensible words of Dorothy Canfield Fisher as to the resources for such answers which are right at our hands, if we weren't too lazy to use them.

"Take the simplest expedient first. It is astonishing how many questions can be answered, how much information acquired, and how alertness of mind can be fostered by the use of a fairly large dictionary. And yet the average family either does not own a good dictionary, or consults it only at rare intervals, to ascertain the spelling of a difficult word. A child hears the main highway spoken of by an elderly person as the 'turnpike.' 'Why is it called the "turnpike," Aunt Sarah?' Aunt Sarah doesn't know, she's sure—never thought of it before—it just *is* the turnpike. Mother doesn't know, either, but, quickly turning to good account the stirrings of intellectual curiosity of the child, reaches for the dictionary and with the child looks up the word. The result is not only an interesting bit of information acquired, but the historical sense of the little brain has been improved, and (most important of all) the habit of persistence in the search for knowledge has been strengthened and encouraged. Now notice by what simple means this was accomplished. Almost anybody, even the busiest mother, can find a few minutes in the course of the day to consult a dictionary.

§6. HOW TO USE A REFERENCE SET

"OF COURSE, an encyclopedia is a bigger storehouse of knowledge than a dictionary, and though it costs more, it seems to me that a good encyclopedia is almost as necessary an article of furniture as a dining-room table in a home where children are being brought up. Indeed, it *is* a sort of dining-room table, on which is spread a bounteous feast, open to all who will give themselves the trouble to sit down and partake. Certainly an encyclopedia of some sort is more necessary for growing children than rugs on the floors or curtains at the windows.

"But there is only one variety of encyclopedia that will do. I mean a *used* set! Except in its first newness, a clean, fresh-looking book of reference is a shame to any family. A thumbed, dog's-eared encyclopedia that opens with a meek limpness and lies flat open at any page with broken-back submission is the kind I mean."

§7. ANSWERING ONE'S OWN QUESTIONS

WHILE clear, intelligible answers are always a child's due, it is usually better to get the child to help answer his own questions. Even when you give a reply, ask the question back to see if he understands well enough to put his knowledge into words. The dictionary habit and the encyclopedia habit are indispensable to form early, if one is to keep a questioning child.

But, concludes Mrs. Fisher, although books are precious mines of information, "they are not the only, or even the best, educational material available for the question-answerer at home. There is much talk nowadays about 'nature-study' and the value of going straight with the child to original sources for such study. This is all true. The excellence of studying trees, flowers, and insects at first hand can scarcely be exaggerated.

"The principle of question-answering as a means of education applies to nearly all the elements of everyday life. Instead of breathing a sigh of relief when a child's question can be stifled and silenced by the blanket-answer, 'Oh, that's the nature of it,' his mother ought to regard each query as another thread in the clue which, held firmly in his little hand, will lead him through the labyrinth of indifference and mental sloth to conquer and slay the monster, Ignorance.

§8. THE RESULTS OF QUESTION-ANSWERING

THERE are several delightful by-products to this system of question-answering. One is that the average mother will find it almost as satisfactory as the child to gain a knowledge of the genesis of many of the articles she so commonly uses and about which she is so ignorant. Another is the growth on the child's part of a disposition to use holidays and leisure time in a rational way, which will give him lasting satisfaction, instead of always turning instinctively to the idle, exciting, and profitless frequenting of so-called places of amusement. Still another is the habit of steady and purposeful observation, which is insensibly acquired by attention given at once to any chance phenomenon.

"But perhaps the most important results, when

the mother voluntarily assumes the role of professional question-answerer, is the intimacy with her children which is engendered by the habit. If, hand in hand with them, she has sought out the reason why milkweed seeds have down on them, and why a three-legged stool will stand firmly on uneven ground, it is most likely that when the moment comes for an inquiry into the darker mysteries and disappointments of life, she may have the poignant satisfaction of feeling her child's hand reach out instinctively and grasp hers in the hour of trial. And no greater reward than this can crown the efforts of a mother's life."

OBSERVATION

By Mrs. Elizabeth Hubbard Bonsall

Some time ago I was talking to one of my friends who had come to live in our neighborhood more recently than I. In referring to the interesting features of the community, he remarked that in one of the fields near by was a peculiar little ridge of earth, which was all that remained of breastworks thrown up by soldiers during the Revolutionary War. Although I had passed the ridge many times, I had never noticed it. Then he spoke of a queer old stone bridge across a stream which bore the unique inscription that it was made by the donor's own hands, and was a free gift to the community. Although I had often crossed the bridge and passed the inscription, I had never noticed it. Then he mentioned the home of Benjamin West, on Chester Road, the oldest road in the state of Pennsylvania. Again I had never heard that the famous painter lived anywhere near us, or that there was anything remarkable about Chester Road. These comments and others made me realize more than ever before how much I was missing in life by not observing what was around me, and I resolved that my children should learn to keep their eyes and ears open to all the wonderful things about them.

§2. LEARNING FROM THE INDIANS

The Indians have always been noted for their keen observation. At great distances they can distinguish small differences in birds and animals. In this age of glasses, when so many of us keep our noses in books a good part of the time, and are hemmed in by four walls, it is our duty to see that our children's eyes are strengthened and not ruined while they are young.

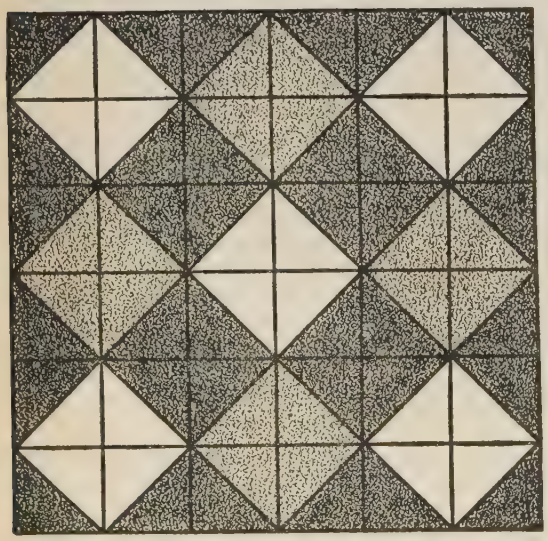
There are various Indian methods which we have adopted—methods which the children love. We are fortunate in having a little strip of woodland near our home, so that the background is very realistic. The first game that we played tended to develop a sense of location. I would lead my two children among the trees, over rocks, around bushes, and finally back to the place from which we started. Then Betty, my five-year-old daughter, would try to lead us over the same path again. To the casual observer trees are pretty much alike, and must be watched very closely if we are not to lose our way. We vary the game slightly by taking longer tramps and blazing a trail by marking a cross with a piece of chalk on convenient trees in our pathway, and then finding our way back. Every turn has to be carefully watched, and all the blazes must have been marked on both sides of the trees, or they will not be seen on the return trip. While the woods furnish the best background for this game of location, it can be played in the city by encouraging children to watch carefully when they are taken to unfamiliar places, and letting them lead in coming back. How many adults are helpless in a strange city, and what a lot they miss by not daring to go around by themselves. We even play this game ourselves indoors on rainy days by starting from some place, for instance the front hall, and going around in back of the stairs, through the dining-room, winding in and out among the chairs and tables, and finally arriving in the hall again. I remember distinctly my first day at school; how I lost my way in the strange building and wandered for some time in the corridors, not daring to ask where I belonged lest I should be teased. I am determined that Betty shall not have any such humiliating experience.

Another of our Indian games which develops keenness of observation is trying to follow the footprints of animals in the snow. A vacant field is the best place to select as a starting-point, and it is surprising what mysteries arise. Betty and I tried to trace a dog's wanderings one day. For a while everything was perfectly clear, until he crossed another dog's trail, and we had to distinguish between the footprints. At one place he went under a fence and we could see where he crawled on his stomach. At another place it seemed as if he must have flown, for although we looked for some time, there were no signs of footprints for a space of fifteen feet, and we

were sure that he could not have jumped. Betty suggested that an eagle might have picked him up and dropped him again, but we thought there would be more evidence of a struggle. We have looked in vain for signs of a dog chasing a rabbit, or something else equally exciting; perhaps a fox, or even little field-mice. We always find plenty of bird footprints, and try to find out what the birds were doing, and why they flew away. The solving of Nature's problems calls for the keenest discernment, both of eye and mind.

§3. INDOOR GAMES

The old-fashioned game of "Hide the Thimble" is always popular with children, and there is no better game to train the eye. With little two-



COPYING PATTERNS

year-olds the thimble should be placed in easy view, but as they grow older it can be hidden where it will take more and more skill to discover it.

Remembering names of persons to whom I am casually introduced is one of my problems, and even at this late date I am trying to improve, and at the same time prevent my children from being as unobserving as I in this respect. I pretend I am making a call, and let Betty bring down three or four of her dolls, introducing them to me. How she enjoys making up peculiar names for them—Martha Bunnyfoot, Mary Oatmeal, and Helen Window. After a few general remarks, I speak about each doll in turn, trying to recall the name, and then it will be my turn to be the hostess. It is splendid practice.

A good game for observing forms, and one that will be of service later in life, is that of putting together dissected maps. Cardboard maps may be purchased very reasonably, or can easily be made by pasting a copy of a map upon a stiff piece of cardboard and cutting it in small pieces with a sharp knife. I have had several beautiful maps sent me in booklets advertising histories, which I have pasted on cards and cut out along boundary lines as far as possible.

It is astonishing at how young an age children are interested in this sort of game. Before Betty was four years old she could put together perfectly maps of the United States and Europe, needing assistance only when she would push the edges out of place. And Baby Ann, not quite two, loves to pick out Texas, California, and Florida. We frequently play with the maps wrong side up, judging the countries or states entirely by their shape.

Copying patterns with colored papers or blocks is fascinating to my children. They are particularly partial to a set of colored cubes, with four of the faces painted in solid colors, the remaining two being divided into two triangles of different colors. Baby Ann can distinguish the blue and yellow faces, and will place them in separate groups when I ask her. The next step will be to alternate the colors, and gradually copy more difficult figures. Betty at four and one-half years could copy designs as complicated as the accompanying, and now, at nearly five years, she invents her own, which are almost as elaborate, and scarcely ever makes an error. If she does, she almost always discovers it herself, and puzzles over it until she works it out and corrects the mistake.

§4. STATUES

The masterpieces of art furnish splendid material for indoor observation on stormy days. I have a good supply of prints of famous subjects, some of which I have bought and many others that I have cut from papers and magazines. The Greek statues are particularly interesting to use, as they are in such characteristic positions. We stand about ten of them, which I have mounted on cards, in a row along the back of the couch, and then we take turns posing as the different statues, and guessing which one we represent. Difficult costumes do not stand in our way at all; we drape ourselves with sheets, use scrap-baskets for helmets, the top of the washboiler for a shield, and the final effect is usually recognizable. And what fun it is to improvise these costumes! It is comparatively easy to have a general idea of what a certain statue looks like, but when you try to

reproduce it—that is quite another thing. The position of both hands and feet must be studied, the tilt of the head, the expression of the face, and many other points. We take great delight, in a good-natured way, in finding flaws in each other's representation. Betty is so interested that she will stand for several minutes in as difficult a position as that of the Discus Thrower, or Mercury, whereas ordinarily, when I am trying to fasten her dress or put on her hair-ribbon, such quiet is an impossibility.

§5. PICTURES

Pictures may be studied in this way, too, especially if full of action. Millet's are particularly good, portraying the peasants at work in the fields and in their homes. Shawls, baskets, and old shoes usually supply the necessary atmosphere. Our favorites are "The Angelus," "The Gleaners," "The Sower," and "Starting for Work." In many of his pictures a baby is to be found, and little Ann is as pleased as can be when we include her, though of course she won't stay in one position for more than a moment. Of these home scenes, "Feeding Her Birds," "The First Step," and "Feeding Her Hens," we have found the most attractive to represent.

§6. ARCHITECTURE

Few people have more than vague impressions concerning most of the famous cathedrals. We have a beautiful picture of York Cathedral in our living-room, and formerly nearly everyone who visited us would exclaim, "What a lovely picture of Notre Dame!" Betty and I, who have been studying my prints and comparing them, feel sure that, if they had taken more than a casual glance, they would have seen that York has no rose-window, while Notre Dame has a beautiful one, with three statues in front of it; and that York has a large central tower, while Notre Dame has only a slender spire. And now, since the Great War, nearly everyone says, "What a lovely picture of Rheims!" Rheims, like Notre Dame, has a beautiful rose-window, and narrow central tower, and besides has five pointed arches over the three doorways in front, in contrast to the three inconspicuous ones in York.

Bell towers, too, are surprisingly individual in spite of their common limited purpose. Betty has discovered that the one in Florence has many beautiful windows, the one in Venice had hardly any windows but a pointed spire at the top, while the one at Pisa is cylindrical, with six rows of columns around it, besides having the unique feature of leaning, for which it is noted. One might think that children wouldn't be interested in pictures of buildings, but everything depends upon the way in which the pictures are presented. We take two pictures to compare, and the first one who notices a difference between them says, "I spy!" and then points out what has been especially seen. Next it is the other's turn, and we keep it up until one of us gives up. We look up in the dictionary some of the achitectural terms: facade, flèche, buttresses, and others, so that we can describe our points more clearly. Perhaps I enter into games like this with unusual zest, for I have practically no opportunity for reading except what I do with my children, and I like to feel that I am gaining something myself each day, be it ever so little.

Bridges also are interesting to compare. There is the Bridge of Sighs, the Rialto, London Bridge, and our modern suspension bridges, each with its own special features. And then there are arches—the Arch of Titus, of Constantine, and of Napoleon. One subject seems to lead to another, each one demanding careful distinctions.

§7. REGARDING QUESTIONS

Perhaps the most practical method of observation arises in connection with questions asked by our children and which they are partially able to answer for themselves, if they are encouraged to work them out. Frequently, when we mothers are busy, it is so much easier simply to tell the answer, instead of urging our children to observe for themselves. For the last two or three months I have often been asked, "How long will it be before Christmas is here?" If I am in a hurry, I feel inclined to answer very briefly, but I know the best way is to bring out a calendar and oversee the counting of months and days. Again comes the question, "What time is it?" And we count out the hours and minutes. Maybe the question is, "Won't you please put the wheel on my doll carriage?" and I ought to take the time, if possible, to let my child find out how the wheel is fastened. But in this and in all else we must use our common sense. Sometimes, unfortunately, we cannot take the time, and sometimes it would not be wise, as would be the case if the question were, "Is this knife sharp?" But we must bear in mind that we are training our children for life, and that we will not always be able to do everything for them.

METHODS OF CHILDISH EXPERIMENT

By Alice Corbin Sies

I EARLY learned to start with the boy's interests. For example, if I wished to interpret to him the life of birds, ducks, or chickens, I told stories connected with something he had known about them in actual experience: how a dog barked to get into the house; how the duck hunted water to swim in; how the birds flew from the tree to the ground in search of food, etc. I started always with something the boy was interested in; I finished sometimes with a dog or bird or duck story that had no immediate relation to what he knew, yet which was of vital human interest. Often a poem was useful in putting some of these experiences into a form which was to be a permanent possession. For example, one morning the boy looked out of the window on a white world. He noticed the falling snow and remarked that the wind was blowing it about. He asked to catch a snowflake, so we went outdoors and caught some on our hands and coats and felt them on our faces. When we came in we stood by the window and the boy told me everything the snow had covered. After that he was delighted to hear the little poem, "Snow, snow, everywhere," and would correct me if I forgot to mention "roofs or window-panes."

Starting with something the child himself contributes is an absolute necessity to the mother or teacher who would assist children in mental development. Now comes the question of *method.*

Shall the mother leave the child to experimentation and let him profit by trial-and-error method?

Shall she use imitation and suggestion a good deal?

Shall she aim to make her child independent enough to form "free ideas," by which we mean applying past experiences in new and novel ways?

It seems to me most of us mothers learn quite unconsciously to use all three methods. In my own experience I obtained best results when playing directly with our boy, rather than in sitting aloof and making suggestions. Any mother has a few odd minutes each day in which she can play with her child. Our boy would urge "Come, play with me on the floor!" Since he had two engines I would run mine about, doing pretty nearly what he did. After he tired of running the engine under a bridge, I would make my engine do something different—run around a circular track or over an elevated bridge. Often I would say, "Let's make our engines do what those engines did the other day." Then we would switch them back and forth, unload the cars, coal up the engines, etc. R. once said, "The whistle is going to blow! Hear the bell ring!" Then with a quick change of thought and no feeling of inconsistency, he said, "The colored porter says for all to get off and they (meaning people) are going to eat now on the train." The colored porter and eating on a train were experiences three months off, while the whistle and bell of an engine were heard frequently on our daily walks. In another minute he himself would be the engine and steam off with a "Ding, dong," and a "Chu, chu." The play described above involves all three methods.

We sometimes fail to notice the important results of this developing method. First it involves a recognition on the mother's part that her child contributes something of importance. His natural powers of observation and his interests are taken into account. The mother selects something he is interested in and lets him take his first mental steps alone. He explores, observes, and tells her his results either through actions or words. She goes on his journeys of learning with him and adds a little either through actions or words. She takes him *a little farther* than he could go alone in his wanderings. She supplies things he hungers and thirsts to get but cannot quite reach unaided. The gratitude a child shows when a mother meets his needs in this way is quite wonderful to behold. His whole being expands with delight and pleasure as a new world opens up before him, and he feels united, melted almost into one being with the person who shares these experiences with him. Surely these moments are among the priceless possessions of parents and teachers.

FREEDOM OF EXPERIMENT*

By Frank M. McMurry, Ph.D

THE learning process demands things in activity. Consequently when we enter a kindergarten and see on every hand evidences of formal work, as, for instance, borders of flowers "gradually developed" from half-inch rings, or children following the directions of the teacher in their

*Dr. McMurry is one of the leaders of the experimental work at Teachers College, Columbia University, New York City, and we have here an authoritative statement of the principles that are being worked out there.

block building, the entire class repeating certain "units of form," "selected" either by the teacher or through her influence, or see these children struggling away with the square tablets to "invent" a beauty-form to be reproduced in parquetry, or make a picture which will gain her approval, we know that the teacher has interpreted the child from above down, that she has not taken him as he is but as she wishes him to be. Such a method is not conducive to the learning process.

§2. ACCEPT THE CHILD'S PLAY IDEAS

The teacher of young children who can sit down with them, accepting any play suggestion that they may give and still make sure that they find a real discovery, or result, the one who can work with any material, even though it isn't exactly right, and still carry out a principle, this is the teacher who commands method. There is no *one* method, but a perfect blend of Teacher, Pupils, and Material. It is evident that this would give just opportunity for the activity of all three factors, opportunity to try a *variety* of ways of going about things to arrive at certain ends—in other words, freedom to experiment, which is not possible in kindergartens where the product is of more value than the learning process. Many people still think that the experimental method is impossible, for they believe that "ends" are necessarily imposed, or that once they are either originated or imposed, the "means" becomes so fixed that opportunity for experimentation is annihilated. Is this true of the adult problem? Should not the problems of the child be as vital to him as those of the adult are to him? If we watch children of all ages in their undirected use of materials at home and out-of-doors, we find they are either experimenting, discovering what they can do with them, or working with a purpose, making something definite. Modern psychology has proved the fact that there is no difference in the mind-process of the adult and that of the child. The only difference is in the *character* of the problem. Common sense would show that this does not prohibit a legitimate place for imitation, for suggestion, and even for direction. No—there must be no tyranny of mind over mind. Tolerance and respect for individuality must be shown by the teacher, for is not a six-year-old child as worthy of respect as a man? Back of all work with children there must be faith in their worth. Therefore above all must the teacher place the center of gravity upon them, must she allow them to attack the problem for themselves, giving them first the material for *free* experimentation, that they may discover for themselves the possibilities and limitations of each. This is the only sane approach. In fact the "experimental method" which develops naturally into the "problematic method"—thus giving every opportunity for the development of technique which comes through the growth in the situations themselves—is the "perfect blend" of *all* methods of which I have already spoken.

§3. OUTSIDE INTERESTS

Let us now consider the outside interests of children, which furnish motive for their handwork. There is the house, garden, community, making of toys, dressing dolls, making paper dolls, the seasonal interests which bring the need for kites, marbles, tops, boats, snow-shovels, sleds. Then there are festivals and parties. These natural conditions set the majority of children's problems. For instance, dolls create conditions out of which the problems arise. The doll needs a dress, hat, cap, muff, and tippet; she needs a swing and a rug, a set of dishes and linen for table. Her house must be furnished with beds, chairs, and tables, the windows must be curtained and the beds supplied with pillows, a mattress and sheets, and blankets. In fact, the doll's needs are as great as her mistress-mother's. Therefore if we had doll families and doll communities in the kindergarten and primary, many problems would arise naturally and bring about creative and constructive work.

Toy animals are almost as great a help in giving opportunity for natural childish problems as the doll. There must be barns, sheds, and fences for the toy horse and cow, pens for the rabbits, a fold for the sheep, etc. There must be wagons, carts, racks, etc., roads made and bridges built, for wagons open a whole field of possible activities, as well as trains, brooms, tubs, washboards, stoves, flatirons.

§4. MATERIALS SUGGEST PROBLEMS

Materials suggest problems to young children whose interest is more immediate. With them the mastery of the material is in *itself a problem.* As ideas grow out of the using, they in their turn suggest other ideas, with the result that there is growing definiteness, which is really the beginning of purpose. Therefore the kindergartner must select carefully for emphasis such material as can be shown to have the greatest significance.

Children should be encouraged to experiment freely with paper and scissors. Old newspapers cut up, fringed, and folded, are excellent for this

The children may use these freely and not feel hampered, thus gaining power easily over tools and material.

Outline cutting should be used very little, as its only value is in the technical training of eye and hand. Accuracy is needed most certainly, but not at the *continual* expense of creativity. There is no reason why original cutting should not give sufficient opportunity for growth in technique.

A few uses of paper, which will develop from the child's or dolls' needs are: paper dolls, soldier caps, hats, flowers, pinwheels, fans, Christmas-tree decorations, scrapbooks. The use of paper in construction should be carefully watched, as it is with this medium that much insincere work has been done. Furniture that will not stand after it is made, and wagons which will not hold anything, encourage children in a deplorable use of material.

§5. CHALK AND CRAYON

With chalk and crayon the teacher's part is to aid in the elimination of scribble and thus avoid an arrest of development caused by the child's falling into some one conventional representation. The range of subjects is as wide as the child's experience, and will include human figures in action, events in literature and in the child's own life, local occurrences, such as fires, parades, circuses, excursions, home-life, etc.

Bold work should be striven for, using the side of the chalk for mass representation. Children should be given opportunity every day for large, free drawing. Crayons and large paper, either fastened to the wall or used on the floor, will give the added enjoyment of color. With the crayons some definite *art* work may be attempted, such as simple borders in flowers and conventional design to be applied to Industrial Arts work, that is, to the decorations of doilies and sideboard cover, rugs, wallpaper and curtains for the doll-house, bookcases, sun-bonnets, parasols, etc.

I have heard many kindergartners say that they would have more drawing if it were not for the chalk dust. I would advise putting blackboards out of doors. The children will not take cold, as they are exercising, and the opportunity to work outdoors will give an added pleasure.

§6. NATURE MATERIALS AND TEXTILES

Chains of nature material may be made. There is an almost endless variety of them, including berries, nuts, seeds, reeds, hollow stems of many plants. Melon seeds may be dipped in various dyes and beautiful colors secured. Macaroni may be painted in the long strips and broken up to string between the berries. Painted bright orange, it makes a beautiful harmony with the brown of acorn cups. These strings should be first made for the child's own personal decoration. The decoration of the room comes later. Many mistakes have been made in this, and the child soon tires of such a waste of effort. If the work is not for him it does not count, and as there is no real interest, the work is consequently mechanical and spiritless.

Sewing and weaving come under the head of textiles. The process of sewing is interesting to all children, but its possibilities in kindergarten are restricted by the fine muscular co-ordination it ordinarily demands. Whenever it is used the materials should be coarse, in order to insure, so far as possible, large, crude work. A box of scraps of cloth and a rag or stockinet doll for each child offer an excellent opportunity for experimentation. At first the garments are sewed on the dolls—the stitches are large and inexact—but later the need for better garments is felt and a pattern is necessary, in order, as a child told me, "that we may not *waste* the cloth." Dresses are then made that can be put on and taken off. Winter weather suggests the need of blankets for the dolls' beds and cradles and the ends may be overcast with worsted. Many Christmas presents, as sachet-bags, pincushions, dust-cloths, and holders, can be easily made. There are costumes to be planned and made for the children's plays, such as an Indian costume, fringed and decorated, a knight's costume for a tournament, which includes a cape, shield, and plumed hat. Funny costumes may be developed for Hallowe'en, thus encouraging the children to work out something grotesque. Every opportunity for initiative, choice of materials, taste in color, and originality in design should be given. The projects will include, besides those mentioned, marble bags, work aprons, rag and yarn dolls. Then there are the dolls' rugs and hammock, hats, scarfs, muffs, to be woven on cardboard looms. As in the case of sewing, it is questionable whether much weaving should be attempted in the knidergarten on account of the prolonged effort which most projects require, and also because the nature of weaving is such that execution must be much more accurate than is required in any other form of children's work. Because of this, paper weaving should be mostly omitted.

These are a few of the possibilities of hand work with young children, meeting the requirements of child psychology and hygiene which,

near to the learner's need, demand of him his interest, effort, and reflective thought.

It is not so much what a child knows that testifies to the efficiency of a kindergarten, but what he is prepared to *do*. He must be able to produce *real* effort and power, must be able to carry into the school:

First: A habit of joyous but orderly activity and liking for employment, and good-humored co-operation with the activities of others.

Second: Habits of obedience and promptness, and acceptance of community regulation.

Third: A little skill in planning combinations and inventions with materials.

DRAMATIC PLAYS

By Alice Corbin Sies

Someone has said that a child builds up his personality under certain limitations, by copying the actions, temper, and emotions of those who are his companions. We mothers often see our dispositions as well as our actions reflected in the children playing about us. If rude and uncultured servants are employed in the home, it is easy to detect their habits and actions in the play of the children. I once observed a child who had been for a week continuously associated with a servant. This child had taken on certain rude actions copied from the servant. He indulged in such expressions as "Get out of my way!" "I'm in a hurry!" "Don't bother me!" when but a week earlier, "Excuse me!" and "Please let me pass!" had been commonplace remarks.

§2. WHAT THE CHILD IMITATES

During the third year we see children imitating almost any action or event which appeals to their interest. The most familiar experiences are not always the ones first acted out, although this is likely to be the case if the commonplace experiences appeal to the active life the child leads. Before our boy entered upon his third year I saw him struggle to envelope a baby doll in a diaper. He then placed the doll on a couch and covered it up, sticking safety pins about in the bedclothes with an idea of somehow fastening the doll in. He often made a trip to the bathroom to secure a washcloth with which to wash his doll. This kind of play seemed simple, but it involved a definite plan of action and was a step in advance of such simple dramatic plays as scrubbing the floor with a brush he happened to find, or dusting the furniture when someone else was dusting.

When a two-year-old child plays at dusting, sweeping, or cleaning, he is learning something about each act he imitates. If we observe carelessly, the play may seem on about the same level for several months, but if we look more carefully, we will see how the acts change. For example, as our boy continued the play of putting his doll to bed he observed more closely the *putting-to-bed act* and learned to adjust the bedclothes and pins more nearly as I did.

§3. THE CAPACITY FOR MAKE-BELIEVE OR ILLUSION

One day when R. was twenty-six months old he placed a paper plate on his head, a market-basket on his arm, and with a cane in his hand strutted about the house, chanting in a tuneless fashion at the top of his voice. He was arrayed to look like me when I start to market, with the addition of a cane, which symbolized Daddy's festive walking occasions. In some way he achieved a sense of importance by the addition of hat, cane, and basket. He did not deceive himself into believing that he was really going to market or out for a walk.

This sense of illusion or pretense seems to give children a great deal of pleasure even as early as the third year. About this time R. derived considerable pleasure in eating imaginary meals from a spoon and empty dish, knowing quite well he was not partaking of food, but enjoying the pretense, nevertheless. This enjoyment of pretense extends so far as to make even disagreeable acts pleasurable. One of R.'s favorite plays during this third year was *pretending* to go to bed, while *really* going to bed was rather a matter to be endured. When being put to bed he would sometimes say, "But I don't want to sleep so much," but *playing* bedtime was a different matter. It was a *self-planned* activity, hence it could be terminated at will.

§4. THE DEVELOPMENT OF DRAMATIC PLAYS

During the last part of the third year children dramatize pretty nearly everything that strikes their fancy. Shaving like father, running like

horses, hopping like frogs, flying like birds, crawling to represent mice, cats, etc., barking to represent dogs, are part and parcel of the day's play. When using blocks or toys, these inanimate objects are made to perform events seen or heard of in stories. Ideas suggested through pictures are also incorporated in dramatic play. One day while R. was playing I saw a train run under a bridge and a sailor boy stand on top of the bridge, looking down upon the swift-moving train. Pretty soon a man appeared on top of one of the cars. I remembered just where R. had seen these things. But soon the play became unlike his own actual observation. A motor truck passed over the bridge with a lady doll on the seat. Suddenly a story was remembered. "I want a cat to jump on her lap," I heard R. exclaim. A wooden block became a cat and jumped into the lady's lap. Then a dog (another block) appeared and chased the cat up a tree. And so several jumbled-up facts from different stories were remembered and incorporated into a play, which had started as a dramatization of a real experience.

Just after the close of the third year I noticed that the plots of dramatic plays became more true. At that time Santa Claus was the engrossing subject. The plot changed from day to day, yet never exceeded the bounds of stories and pictures connected with Santa Claus. Sometimes Santa "propelled" himself over the floor in a large pan. Again, he strutted about with a pack over his back and insisted upon my closing my eyes while he deposited toys at my feet. At another time a chair became the tiny reindeer, and, perched upon an improvised seat in a clothes-basket, R. slapped his reins and speeded on his journey o'er the snow.

One day I attempted to use the chair which had a short time before played the part of "the tiny reindeer." R. resisted with a vigorous protest, "Oh, don't! It's my reindeer!" This Santa Claus play almost dominated the boy's personality for several months. "I'm Santa Claus!" he would exclaim before he had even partaken of breakfast, and all during the day, off and on, the Santa personality dominated his actions. When people asked him his name he invariably and quite seriously replied, with no thought of being amused, "Santa Claus!"

§5. THE EDUCATIONAL SIGNIFICANCE OF DRAMATIC PLAYS

Considering the facts brought out in the discussion of dramatic plays, it is a commonplace to attempt to point out the educational significance of such plays. They are the very stuff of life itself. We can control the kind of play only by controlling the conditions of life. If our lives with our children abound in rich experiences which set good copies, we need have no fear of what the child will dramatize. Within certain limits parents can enrich the significance of dramatic games by playing with their children, being careful, of course, not to usurp leadership or to suggest a content to the play which is quite foreign to the child's genuine interpretation. During the third year, also, a parent can greatly enhance the content of dramatic plays by descriptive songs and stories. For this purpose I found *fact-stories* relating to animals and activities in which the boy was interested more appropriate during the third year than stories in books. During the fourth year I could use longer stories, but during the third year only Mother Goose rhymes and the simple fact-rhymes found in kindergarten song-books.

DRAMATICS IN THE HOME

§1. DRAMATIC PLAY AND GAMES

Much the smallest use of the dramatic instinct is that which is to be made through theatricals. The main purpose here is to show in what a wide range of activities it expresses itself wholesomely in a child's life. The earliest of these is through dramatic play.

George E. Freeland watched a baby of two and a half years for a whole day and noted that he engaged in fifty-four different imaginative games. This is the time when the child imitates the acts of older people; whatever tiny implements or apparatus he can use please him. Toy furniture for the house, the sand-pile for outdoors, and the doll for both, are most useful. "The doll," as Sully tells us, "takes a supreme place in this fancy-realm of play." "A good, efficient, able-bodied doll, like the American girl's," says Joseph Lee, "is at home in any situation in life, from princess to kitchen-maid, to which she may be called. And one doll in her time plays many parts. She has to, or lose her job."

"The rhymes of Mother Goose," says Alice M. Herts, "were predominatingly dramatic. A great many of them associate words, song, and action. The ordinary printed collections are misleading in this respect. The words, taken alone, are not

the thing. Think of printing 'Pease porridge hot' as a separate and independent poem without the dramatic hand-play!"

The mother may help the development of this expressive instinct even in early childhood. Even a baby ought to be treated as a play*mate* not as a play*thing*. There is an old-fashioned game known as "Come to see." The little damsel with her doll, and perhaps "dressed up" in some of her mother's wardrobe, came to call on mother. Her efforts to behave exactly as a lady should were aided and guided by the mother's careful behavior as hostess. It was a training in manners. When the children played visit each other they used all the manners they had. They were practising useful lessons without knowing it.

§2. A CHILD "PUTS HIS EYES IN HIS POCKET"

The child from four to seven is capable of a wider range of imagination. These years are regarded by psychologists as the most active imaginatively in human life. Capable of imitation of the ideas as well as the acts of adults, the child uses dolls, soldiers, Noah's arks, carts, playhouses, blocks, sand-piles, paint-boxes and stencils to act out a great variety of adult occupations.

"Nothing," says Robert Louis Stevenson, "can stagger a child's faith; he accepts the clumsiest substitutes and can swallow the most staring incongruities. The chair he has just been besieging as a castle, or valiantly cutting to the ground as a dragon, is taken away for the accommodation of a morning visitor, and he is nothing abashed; he can skirmish by the hour with a stationary coal-scuttle; in the midst of the enchanted pleasance, he can see, without sensible shock, the gardener soberly digging potatoes for the day's dinner. He can make abstraction of whatever does not fit into his fable; and he puts his eyes in his pocket, just as we hold our noses in an unsavory lane."

No doubt clumsy interference by adults most often spoils imaginative enjoyment. Sully tells this: "A little girl of four was playing 'shop' with her younger sister. The elder one was shopman at the time I came into her room and kissed her. She broke out into piteous sobs; I could not understand why. At last she sobbed out: 'Mother, you never kiss the man in the shop.' I had with my kiss quite spoiled her illusion."

The child soon tires of mechanical toys, talking dolls, or elaborate doll-houses with which there is nothing he can do. The passion for destruction which often manifests itself during these years is simply the perversion of the instinct for construction. Being provided with no materials with which he can build, he takes apart his too complete toys. A pile of blocks, a sand-pile, a paint-box, dolls that must be cut out, a ruined shed that perhaps may be made into a doll-house, these are ideal materials for childish play.

§3. INCREASING POSSIBILITIES IN THE DRAMATIC USE OF MATERIALS

Between seven and nine there is still wider possibility in the dramatic use of materials. Sliced animals and other puzzles which consist of building pictures from sections of cardboard, dolls furnished with patterns for dressing, pasteboard farms and villages, a dolly's school outfit, stamped patterns of birds and animals to be sewed and stuffed, the "dynamobile," which goes by being wound up or attached to power—these are some of the store-made plays that are worth while. A child will, however, have equal enjoyment by making a toy village out of blocks, stones, and twigs; he can make a miniature theater out of an old kennel that will satisfy him better than the brightly colored ones which can be bought, and he can play store, train, and expressman with nothing more than some boxes and a cart. The larger skill and knowledge of the child now give more content to plays of an earlier period.

§4. A "P'RAD OF GINRULS," INTRODUCING THE ENTIRE COMPANY

About this time the boy begins to get up original theatricals, dramatizing the stories he has read or the plays he has seen. William Byron Forbush gives an illustration from his own household: "On going upstairs in the country, the author has often been confronted by a large brown-paper poster which reads:

GREAT SHOW
AND FEED.
At two o'clock
Admission One Cent.

"I pay my fee at the door of one of the children's chambers, and am asked by the youthful ticket-seller if I care for a reserved seat. In a stage whisper he adds, 'O Parp, do take one; if you don't we'll come out short on the refreshments.' I deposit the additional penny, and am ushered to a seat upon the bed, over which is the placard, 'First Balcony.' The rabble is seated on chairs. We receive programs, executed with the expenditure of much muscle and saliva. First, according

to this program, is a 'P'rad of Ginruls,' introducing the entire company. Then follow recitations, songs, shadow-pictures, stereopticon and original plays, one of border-life and the other of conflict with crime in the city. A reminiscence of Cooper and the dime novel is traceable in these vigorously acted dramas. The manipulation of apparatus and the movements and dialogue behind the scenes are as entertaining to the spectators as the regular acts. At the close a plate of delicious plums is passed, for which the youngest must have walked two miles in the hot sun, and mortgaged all of the proceeds of the entertainment in advance."

The superior craftsmanship of the child between ten and twelve enables him to enjoy games which imitate many adult activities. The boy now enjoys some of the published games by which he can play conductor, post-office and banker, and the girl who plays house does some actual cooking and house-cleaning.

§5. THE USE OF LITERATURE IN DEVISING GAMES AND PLAYS

For dramatic representation of literature by modeling places, scenes, and characters, the guidance of older persons is desirable in the matter of reading, for the children should be encouraged to see that every detail is true to fact. If Robinson Crusoe's Island is rightly carried out, the family copy will be worn to tatters before it is done, as it certainly should be. Oiled and blue paper will serve for the ocean; the sandy beach can be real sand, in which may be planted the tropical forest. The text itself must be studied for the location of the cave, the later huts, the boat, the animals and birds. In fact, the story must be made the foundation of it all and its directions followed to the minutest detail.

The Hiawatha story is used in some form or other by almost every primary teacher, and the working out of Hiawatha's home is unfailingly interesting. Here clay or plasticine is especially desirable. All the characters mentioned in the poem are modeled in it and colored to barbaric splendor. Wigwams are set in the evergreen forest, canoes line the stony beach of the shining lake, while birds, squirrels, turtles, and other creatures are fitted into their proper environment. Old Nokomis sits at the tent door; the fortune-teller is in evidence; Hiawatha stands at his canoe, and all the other characters are employed as the story directs. The study for it and the making of Hiawatha's home should offer occupation for a large part of a winter's leisure, while the "Indian" element delights both boys and girls.

§6. STUDYING EARLY AMERICAN HISTORY

The beginnings of American history are studied through the reproduction of a street in the Dutch village in which the Puritans took refuge from persecution in England. Its houses with red roofs, its windmills, its church, reproduce the character of the place, while in the street are groups of people clad in the costume of the times, the men with broad-brimmed hats, the women with close bonnets.

The next step carries the Pilgrims across the water to the building of Old Plymouth. In the construction of this village small twigs can be used for the making of real log houses. Here, of course, must appear the homes of Priscilla, of John Alden and Miles Standish, the Common House, and other places which any simple story of the Pilgrim Fathers will give. Some one must hunt in the yard or in the street for a real Plymouth Rock to place upon the seashore.

If possible, it is well to have two or three children work together if a village is attempted. The work then moves rapidly enough to escape discouragement, and the many discussions sure to arise over the right way of doing this or that are bound to be instructive.

§7. DRAMATIC PARTIES

To the mother who is at her wits' end in trying to devise something new and good for children's parties, the idea of using the dramatic instinct should come as a godsend. Nothing could possibly be more delightful than an afternoon of dramatic games, varied by more quiet story-telling. Playing statues, getting up tableaux, performing charades, and even extemporaneously acting out story-plays are all methods of entertainment which win enthusiastic response. If the foresighted mother will bring down the contents of some old trunks and whisper to the mothers of the other children to do the same, an afternoon of wholesome self-entertainment is assured.

§8. THEATRICALS—PANTOMIME, TABLEAUX, AND THE SHADOW-PLAY

It is a curious fact that that which is the easiest form of dramatic expression to young children is the most difficult to adolescent young people, namely, the pantomime. This is explained by the fact that little children enter so unconsciously into action without the use of

speech. Of pantomime for little children, the simplest form is that of "statues," in which the children pose, either dressed all in white with powdered hair, or with no change of costume, to represent scenes from life, familiar people, common trades, forms of action, famous people and thoughts and feelings. The next dramatic step is to tableaux, in which the children are grouped at least in pairs, arranged in a frame or behind a curtain, dressed in costume. Here, as in the statues, their own inventiveness may be largely depended upon, as they pose to represent characters in story-books, characters in poems, scenes from history, people of other lands, and famous pictures. The third variety is the shadow-play, in which with even simpler properties but with more careful rehearsal, the children pose as silhouettes and employ a few dramatic gestures.

§9. DRAMATIZED WORK

A PLEASANT device to encourage young children to work is to denominate them as "soldiers," "watchmen," or "little partners." The addition of a paper cap or a wooden sword or a policeman's club will carry many a small youngster through a task which would otherwise seem intolerable. If a boy or girl can only turn something into something else more to his liking, he will develop considerable industry. In one home where there were many humdrum tasks to be performed by the children the oldest won the enthusiasm of the rest by printing the names of all the tasks upon slips of paper and letting each draw lots. The uncertainty of the lot and the chance to relieve the tedium by entering for a time into the work of another changed the aspect of the whole situation.

REASONING IN EARLY CHILDHOOD*

By JOHN DEWEY

THERE is not any reasoning of early childhood which is different from the reasoning of later childhood, adolescence, or adults. There is reasoning in little children, just as there may be in a grown-up man or woman, but there is not reasoning of early childhood if you mean by that "of," something which as reasoning can be marked off definitely from reasoning somewhere else.

The ends which a young child has are different from those of the grown-up; and the materials, means, and habits which he is able to fall back upon are different, but the process—one involving these three factors—*is exactly the same.*

There is a difference which needs to be mentioned because it is so important practically. Just because the child's ends are not so complex and not so remote in the future, the tendency to put every idea in immediate action is stronger with the child. His dramatic instinct or his play impulse is markedly more active, more urgent and intense. Adults use words and other symbols as the media for selection and arrangement, but words are not dramatic enough for the thinking of the child in a great many situations. He wants to reach his end with his whole body instead of doing it with the muscles of the throat and tongue alone. Adults carry on a constant physical activity of a suppressed kind; to get a remote and far-reaching end, they employ minute and invisible kinds of expression. A child wants to bring into play, in an active and overt way, his hands and arms and legs.

§2. HOW WE DISSIPATE REASONING POWER

WHILE native rational power can hardly be improved to any great extent, if at all, it can easily be allowed to decrease. A child can be surrounded with conditions which cause the power to be dissipated and rendered ineffective. If a child is bright, the power can be drafted off in all kinds of futile and irrelevant ways which result in mind-wandering, inability to control the attention or center the mind on a topic around which the selecting and arranging of materials are to be carried on.

This dissipation may take place in three ways:

1. Plain frittering away of time. It is called frittering away of time or wasting time, but this is merely another phrase for fooling away intellectual energy. This comes from not having any purpose in view. "Amusing," in the worst sense of amusing, means that there is no *recreative* element, but only dissipation of energy. It is not enough to *catch* a child's attention; it must be *used,* and this implies an end. The mind should be carried on to something new.

2. Another thing which makes for retrogression is the amount of purely dictated work that the

*Stenographic report of a paper presented before the Department of Kindergarten Education, Teachers College Alumni Conference. Used by special permission of Patty Smith Hill, head of the Department.

individual has to do. Undoubtedly the best way to train animals—horses and dogs—to do their stunts is to assign a specific thing to be done, dictate it, and give a reward when that particular thing is accomplished—and something else when it is not done. Children are animals, too. It may be that physical habits are most readily formed by a process which is largely dictation; but it must be borne in mind that in the latter case, while the physical habit will have intellectual meaning to us, to the child it will be senseless.

3. The third thing which has a detrimental effect upon the child is presenting ready-made, finished formulæ upon the basis of which he is to act. Since there should be reaching out for something new, the process should be more or less a process of trying this or that to see how it will work, then retaining the things that carry toward the end and dropping the other things. Conscientious teachers are prone perhaps to fail here more than at any other point. They want to forestall all failures. They want to dig the little plant up by the roots to see that the roots are growing—and growing in the right direction. It is quite safe to say that no two grown persons get the same result by the same method unless the situation is an exceedingly simple one.

§3. LET HIM GET HIS OWN RESULTS

THE orderly method is good, but it comes as a result and often comparatively late. What might seem to a grown-up person to be disorder might seem to a child's mind, order, in the way he selects and arranges things. The mere fact that a certain order of thing does not fall into the teacher's schedule of thinking means that a child is one person and the teacher another. Yet we imagine that there is just one right way to think, and if another person does not get results in the same way we do, there is something wrong.

Perhaps the most difficult thing to get is intellectual sympathy and intellectual insight that will enable one to provide the conditions for another person's thinking and yet allow that other person to do his thinking in his own way and not according to some scheme which we have prepared in advance.

§4. HANDWORK AND FELLOWSHIP

THERE is one point which has not been touched—the question of the materials appropriate for the thinking of young children. This matter can not be easily anticipated or cleared up in advance of actual contact with actual children. But we may ask what ends occupy the attention of most children. They will be found to fall under two heads:

1. The very small child has as his chief end the adjusting of one of his physical organs to another. He has to learn what the lower animals have to start with. He has to work out by practical experimentation how to make his hand and eyes work together, his ears and eyes work together, how to manage and manipulate physical materials by means of his own organs. Here we have one of the great reasons, on the physiological side, for the success of the kindergarten movement. In various ways it has secured a large opportunity for direct muscular adjusting, and for manipulation of various kinds of objects. If the young child has an end which he wants to reach and has sufficient freedom in choice and arrangement of materials *to work out for himself the end he is after,* there is sure to be a genuine keeping-going of the thinking process.

2. The other great problem for a little child is to get along with other people. He has the definite occupation of adjusting his conduct, in a real give-and-take of intercourse to that of others. He needs to make other people realities to himself, while he gets the power to make himself real to them. There is an adjustment of behavior which includes a good deal more than that of outward or muscular acts. The questions arising from the groupings of persons are the most perplexing problems of life even for grown-up people; but for the children, the problem is especially acute, owing to their dependence upon others.

Material selected then from situations of physical control and social adaptation is most appropriate in maintaining the mental acuteness, flexibility, and open-mindedness, the dominant interest in the new and in reaching ahead that are at once such marked traits of the life of childhood and such essential factors of thinking.

THE VALUE OF MOTION PICTURES IN TEACHING CHILDREN *

WHEN a new educational method or device is introduced, extravagant claims are apt to be made for it. We like to feel that at last we have found the one easy, rapid, and effective method, the cure-all for our educational ills. Some such claims have been made for motion pictures.

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We need not dwell long on the answer to the general question whether motion pictures are so markedly superior that they are likely to displace the teacher and the textbook. They are not, and their more sober and scientific advocates do not claim that they are.

The personality of the teacher is more effective in holding the interest and attention of the pupils than is an impersonal series of pictures. The textbook is as effective for some kinds of instruction, and is much more convenient and cheaper than the motion picture.

The average person forgets, in passing judgment on the usefulness of motion pictures in the school, that a film which has instruction for its purpose is a very different thing from the entertainment "movie." The entertainment movie aims to give thrills. The educational movie aims to give information. Even the short so-called educational or news reels shown in the theatres are very inadequate for the purposes of the school. The information which they give is scrappy and unorganized, and makes very little genuine contribution to knowledge. The real educational film makes a much greater demand on the child's power of attention and is much less entertaining.

But we must not emphasize the negative side of the issue more than is necessary to correct the impression that motion pictures are destined to overturn our whole method of instruction. Though they will never do this, they do have a very definite and an important part to play in instruction in the up-to-date school.

§2. HELP CHILD TO FORM MENTAL PICTURES

To REALIZE their value let us go back to an old and well-recognized idea in education, but one which is not always put into practice. This idea is that we must learn about things in the first place by coming into direct contact with them—by touching, lifting, listening to, tasting, smelling and looking at them.

All this we call concrete experience. There is no substitute for it. We cannot get adequate conceptions of the qualities or material characteristics of things through being told about them. The attempt to use words as substitutes for contact with things is sometimes made, but it produces a type of mind which is content to substitute imagining for facts.

Of course there is another sort of instruction, which aims at the development of thought, and in which language is necessary. To neglect this produces a mind that is unable to generalize. But we must be content with the bare statement of that side of the case and pass on to show more definitely how motion pictures may be used to give to instruction the solid foundation which it needs.

To show how motion pictures may serve to supply the necessary contact with the things of the material world, and in this way give reality to the child's mental life, let us make a few illustrations.

In one of the experiments which was made to test the value of motion pictures, several films were compared with oral lectures by the teacher. This was done by showing the film to one section of a class and teaching the same facts orally to another section which was equal in ability. The contrast in the outcome of this comparison in the case of two of the films is instructive.

One of the films which was compared with the oral lesson was on the evolution of boats and ships. It told the story of their development, beginning with the logs, the rafts, and the dugouts, and following it through canoes, sailboats and steamboats down to our present-day leviathans of the deep. Now this film seemed to be a good one. It was well-constructed and interesting. It would ordinarily be selected as a good example of educational films. But it did not prove to be as effective as the oral lesson.

§3. NO AID WITH FAMILIAR OBJECTS

WHAT is the explanation?

It seems to be this: The film dealt with objects with which the children were already familiar. They had seen the boats which were pictured in the film, or had seen other pictures of them or had seen objects which gave them the basis for understanding the facts. For example, if a child has seen logs, or even trees, he may be able to construct a mental image of a man astride a log in the water which will be as serviceable to him as the sight of a picture of a man on a log. We sometimes underrate the power of imagination to reconstruct past experience for us or even to create experiences which are different in their form from any we may have had.

§4. HELPED TO SUPPLY BACKGROUND

ANOTHER of the films, in the same experiment, gave quite a different result. It was entitled "Through Life's Windows," and dealt with the structure and function of the human eye. In this case, the children who saw the film passed a much higher test than did those who were taught orally.

The inferiority of the oral lesson was undoubtedly due to the fact that the children had not seen eyes dissected, or examined models or studied pictures or diagrams of the eye. They therefore did

not have a sufficient background in perception to enable them to construct true and vivid images or clearly to understand the verbal descriptions which the teacher gave them. Such a background must be supplied when it is lacking.

Two other illustrations from subjects of teaching which are of importance for health are instructive. The first one deals with teaching position in handwriting. As has been clearly demonstrated, the way the child sits and holds his head has a direct bearing on his physical well-being in ways which there is not space to dwell on here. Furthermore, it is not a very easy matter to train children in habits of sitting properly.

§5. GREAT AID IN TEACHING ACTION

In order to study the possibilities of the motion picture in a field somewhat outside the ordinary run of instruction and in one which seems well adapted to it, a film was produced for the purpose of the experiment which showed a variety of good and poor positions in writing, together with captions which pointed out which were good and which were poor. This film was shown to several hundred children. The position of the children was carefully scored by means of a score card before they saw the picture and after a period of several weeks. The progress they made was compared with that of two other groups, which received ordinary instruction. The film group made about fifty per cent. more progress than did the others. Evidently motion pictures may constitute an effective means of teaching children to perform an overt act.

§6. AN EXPERIMENT IN HEALTH INSTRUCTION

The other illustration is from more direct instruction in health. In a good-sized school system a drive was being made to develop health habits, particularly those which relate to eating food of proper kind and quantity, getting plenty of sleep in fresh air and sufficient outdoor exercise. Much visual material is used in such instruction and a good deal is created and supplied by such organizations as the American Red Cross.

The particular problem which was attacked in the experiment was whether the instruction would be made more effective by using eight motion picture films, in addition to the other devices. These films all related directly or indirectly to the subject of instruction. In most cases they were produced for such instruction. All the instruction in health for the period of six weeks was the same for two large groups of children, except that half of them saw the films and the other half had oral reviews in place of the films.

The tests were of several sorts. The increase in weight was carefully ascertained. Information on the faithfulness with which the children carried out their instruction was gathered. Finally, a test of their knowledge concerning the principles and rules of hygienic living was given them.

Contrary to what one might expect, the groups which saw the films made no better showing than did the others. In fact they seemed to make a somewhat poorer showing.

What is the explanation? We may perhaps get a hint of it from a description of the achievements of some of the children independently of the film. They all were told the story of the film, whether they saw it or not, and then they were encouraged to *find or make up illustrations for it themselves.* Their success in doing this was astonishing.

In making up their illustrations the children got an entirely adequate idea of the subject, and the activity which they went through impressed it strongly on their minds. It appears that, in this case, the films were not necessary in order to give them a background of concrete experience, and passively watching the films did not add anything of value to the effect of their own exertion and effort.

It appears, then, that we must give a qualified answer to the question: "Are motion picture films effective modes of instruction?"

They are, in certain cases, or under certain conditions.

§7. NO SUBSTITUTE FOR LIVING TEACHER

Furthermore, we must remember that there is no substitute for the living teacher. Common observation indicates this and our investigation demonstrated it repeatedly.

The motion picture is a *valuable instrument to be used by the teacher, but it is not a satisfactory substitute for the teacher.*

The fact is that motion pictures like all other educational means must be developed with discrimination and with constant experimental testing of their results.

So developed, they will be found to have a distinctive value and will take their place by the side of the blackboard, the textbook, the map, the slide, the stereograph. In such a relationship they will add to the ever increasing effectiveness of our marvelous system of education.

SPEECH AND LANGUAGE

YOUR CHILD'S SPEECH *

By James Sonnett Green, M.D

While a child's articulate speech usually begins when he is about nine months old, there is no need for the parents to worry even if the speech is delayed until the age of two years, provided only that the delay is not due to impaired hearing. As long as the child can hear, he will speak in time.

The intellectual appreciation of sounds heard apparently represents the earliest part of the speech faculty developed in the history of the race. Certainly it is the hearing center and the capacity of appreciating the messages there received that are the first indications in the child of the intelligence that produces speech.

Normally a child begins to hear and to react to sounds about the fourth day; at the end of the first month he recognizes sounds; and at the end of the third month the instinct to imitate sounds appears. The first words he picks up are, of course, gained through his hearing and his instinct of imitation; it is from hearing his mother say "ma-ma" or "dad-dee" that he learns to say it.

§2. BABBLING COMES FIRST

All of a child's first words and phrases, in fact, are of the nature of what is technically called echolalia, a term from the Greek signifying babbling; that is, mere echoing or repetition without meaning. Not allowing for this, fond parents are wont to consider the speech of the young child more intelligent than it really is; hearing the child use a certain phrase, they credit him with the intelligence necessary for the formulation of the phrase, whereas the use of the phrase is merely echolalia. Truth to tell, echolalic speech persists with some persons all through their adult years. Witness their habitual talk, with its "says he," "says she," and "they said"—no intellectual development here; merely the meaningless repetition of others' remarks.

However, the normal thing is for the child to make rapid progress during his second year in understanding the words he hears and in using the words correctly and with discrimination. At first every man to him is daddy; at length he learns that the term applies only to one.

It is in his third year that the child usually begins to fashion words into phrases and sentences under the direction of his own conscious intelligence. Who has not observed the high order of felicity often attained in the phrases of very little people? A girl child of my acquaintance, on being taken to the seashore for the first time, promptly called the surf, "noisy water," and a sail boat, "a boat with a dress on." A little later, pointing to some scurrying clouds, she said, "Walking sky." Poetic expressions these, which point back to the childhood of the race, when all the objects of nature were fresh and full of meaning and wonder to man, and he struggled with his word-making faculty to give them definite names.

To the parent, the mother particularly, the development of the child's speech faculty is a source of continual joy. This joy testifies to the parent's instinctive recognition of the part played by speech in the life of man.

But in how many cases does the parent's instinctive recognition of the importance of speech become fully conscious? How often does a parent deliberately reflect that speech is pre-eminently the medium of human intercourse; that speech, rather than bread, is the staff of human life; that a child's training at school and college, his happiness in social life, his success in business all depend on it; that every one, to get on in our human social organization, must be able to give an account of himself, must be able to sell his services and ideas, if not his goods, to others, and that this can be done effectively only through straight-forward, normal, standard speech?

*Reprinted from *Hygeia* by permission.

§3. SPEECH DEFECTS OFTEN NOT OUTGROWN

My experience, particularly as director of the National Hospital for Speech Disorders, indicates that parents who deliberately consider these things are few. Even those who otherwise exercise a highly intelligent watchfulness over their children commonly show interest in their children's speech only to the extent of seeing that it is free from bad grammar and from what are called bad words. The general idea would seem to be that straightforward, normal, standard speech is something that a child picks up just naturally, and though the child may have the worst kind of speech defect—as, for example, a bad case of stuttering—entire reliance is likely to be placed on the happy-go-lucky idea that he will outgrow it in time.

Now, in the sense that a child gradually acquires the faculty of speech through his faculty of hearing, it is strictly true that he does—naturally, as it were—pick up his speech. But this brings us to the question as to what kind of speech he is going to hear. Will it be straightforward, normal, standard speech; that is, speech preceded by definite, complete thought, and consisting of correctly and distinctly articulated words, put together in straightforward, complete, grammatical, and logical sentences, the whole being governed as to intonation, rhythm, and accent by the "innate musical ear"? Will it be speech in which the whole power of the personality is collected and concentrated, and thus made tremendously influential and moving?

Training in speech should begin as soon as the awakening intelligence of the child prompts him to struggle after speech. For training is simply a matter of substituting right habits for wrong, and it is obvious that the difficulty of overcoming a wrong habit is in exact proportion to the length of time it is permitted to exist.

It follows from this that the worst thing to talk to a baby is baby talk. What is this talk?

From his earliest years a child should be spoken to in correctly and distinctly articulated words, put together in simple but complete sentences. In the first place this will instill in the child in his most impressionable years habits leading directly to the development of straightforward, normal, standard speech, and in the second place it will tend to give the child from the beginning a good vocabulary and thus will greatly promote his mental development.

§4. WHY AN ONLY CHILD SEEMS SUPERIOR

Frequently it has been observed that the only child of a fully mature, staid, educated couple far outruns the average child in mentality. It is not that this exceptional child has greater innate intelligence, but the explanation is that, having spent most of his time with his parents, he has acquired good speech habits and a good vocabulary; for be it remembered that mentality is essentially the power of coherent, definite thought, and that all definite, coherent thinking must be done in words. Surely we here see the folly of leaving a child mainly under the influence of some uneducated, loose-talking nurse girl, and the wisdom of guarding him from the bad speech habits of other children.

The most evil outcome of talking baby talk to babies, and particularly of imitating their omissions and substitutions of consonants because this mutilated speech sounds "so cute" is that such speech often becomes confirmed in the child as a habit, and thus remains throughout his adult years when it is far from sounding "so cute" to any one. Hardly anything could be better designed to confirm defective speech in a child than for him to hear it constantly imitated.

Here, in fact, is the form of speech disorder that at our hospital we call stammering. Stammering, in fine, is mutilated speech, and so includes the very common lisping, which simply is the omission of sibilant sounds or the substitution of other sounds or the substitution of other sounds for the sibilant, as when "toap" is said for soap and "Mithithippi" for Mississippi. Stuttering, on the other hand, is hesitating or spasmodic speech, and is marked chiefly by the unnecessary repetition of sounds.

Stammering, or mutilated speech, normally arises in children from lack of practice in causing the tongue and lips to assume the positions needed for the production of consonant sounds, and it may continue as a form of clumsiness in the use of tongue and lips. Or it may have a peculiar kind of mental origin.

In cases of deformities of the mouth, such as a cleft palate, or in some pathological condition of a vocal organ, the cure, of course, must be a purely medical or surgical one, and if a young child persists in stammering despite all efforts to correct him, the parents should lose no time in having his vocal organs examined.

§5. TWO IN EVERY 1,000 STUTTER

Stuttering, more particularly, is lack of coordination among four of the factors concerned in the production of speech, namely: mentation, or thought; respiration, or breathing; phonation, or the emission of vocal sounds; and articulation, or the linking together of sounds to make words.

The stutterer may have entirely normal power to think, breathe, utter vocal sounds, and articulate them; yet when he calls on these powers to produce speech, they are likely to miss, skip, and jerk much as do the parts of an automobile engine when they fail to co-ordinate.

Of the various forms of radically defective speech, stuttering is most serious and prevalent. Public records indicate that at least two persons in every thousand stutter, and on this basis it appears that there are about a quarter of a million stutterers scattered throughout the country. As the records of our hospital show that practically all of these cases originate in childhood and are most easily cured in childhood, obviously the subject is of the greatest concern to parents.

Much as in the case of stammering, it is the common, almost the normal, thing for a child to stutter at some time to some extent, and it is quite true again that, left to themselves, children frequently outgrow their stuttering. But if all parents could witness what I daily see of the suffering of children and adults whose stuttering has persisted, there would be no parent who would take a chance on the outgrowing idea.

Experience at our hospital indicates that stuttering children, to begin with, are the victims of sensitive, impressionable, highstrung, excitable, or emotional temperaments. Either this, or they have a nervous instability which is the aftermath of some children's disease. A fright, a blow, a fall, a shock of some kind may disorganize the machinery of the speech.

One day a man brought home an umbrella of the automatic kind which springs open when a button is pressed. As he started to demonstrate this mechanism to his wife, their excitable little boy happened to enter the room, and the sudden springing open of the umbrella gave the boy such a shock that then and there he began to stutter. The stuttering of another boy treated at our hospital dated from the day when, jumping up and down on a sofa, he had fallen off and landed on his head.

An impressionable child, again, may contract stuttering through mental contagion. He may think it great fun to mock a stutterer, only to find that he himself cannot stop. Or he may "catch" the habit without any overt action on his part. A boy of eight spent two summers on his grandfather's farm where the hired boy was a stutterer, and at the end of the second summer the visiting boy, though he was not of the kind to do any mimicking, was himself a confirmed stutterer.

Plainly the moral is that sensitive, excitable, or nervous children should be carefully guarded from things fearsome, alarming, and shocking, and also should be kept from continual association with those who already are stutterers.

§6. MUST KEEP STUTTERER CALM

However, it is of the greatest importance for parents to know that a simple case of stuttering becomes complex, confirmed, and habitual mainly through the stutterer's fear of it. A sensitive, emotional boy of six was sent to visit his aunt and uncle. There he met for the first time other aunts and uncles and also many other strangers. With his excessive sensibility to the presence of others, he began to stutter. Aunts and uncles thought it was "just too cute for anything," and they mimicked him. It was perfectly good-natured, even affectionate, on their part, but the boy's pride was deeply wounded and the dread of again being mimicked carried on its perfect work of causing him to stutter more and more. The fear that confirms stuttering also is put into children by scoldings and slappings for stuttering, an action of parents that, in view of the misery chronic stuttering leads to, is nothing short of criminal.

It should be obvious that the very worst thing one can do with a stuttering child is in any way to add excitement to his already too great excitement. It ought to be realized that a stuttering child is essentially a sick child, and that as such he should be dealt with firmly, but in a spirit of sympathy, gentleness, and quiet. In this spirit, the parent should explain to the child that there really is no reason why he should repeat a sound several times, and then, showing him just how the thing should be said, the parent should get the child to repeat it slowly and deliberately until he does it properly. If this is systematically practiced soon enough, the child's stuttering can be eradicated with comparative ease, whereas the chances all are that a special and long-continued treatment will be called for as the stuttering is permitted to persist.

§7. TRY "SLOW EASY" POLICY

This policy of "Slow Easy" should not only be applied to the speech but to the child's actions in general. In order to check up on this I have instituted a motto of "Slow Easy." Repetition of these words enables one's brain to get a reasonable chance to carry on its function, that of thinking. The greatest boon to mankind is thought, and anything that promotes thought is bound eventually to promote a better co-ordination of all the functions of the individual's mind and body; thus in its deepest meaning it is a life's motto for everybody. Parents could well make "Slow Easy" a part of

their daily routine and repeat and repeat it until it is a part of their very fiber. It is an antidote for the speech defective, the neurotic, and all the unnecessary hustle and rush of our American life.

One of the curiosities of stuttering is that the overwhelming majority of those afflicted with it are boys. There are five or six stuttering boys to one stuttering girl. Girls as a rule talk more than boys, therefore they get more practice in speech production; also, although it is generally conceded that females are more nervous than males, the female is better able to maintain her co-ordination under emotional strain because she is naturally more graceful and her co-ordination more complete. For that reason it requires an exceptionally severe shock to cause her to lose her standard, hesitate, and stutter.

Closely associated with stammering and stuttering, but often distinct from them, is that speech disorder technically called agitophasia. This is a condition of excessive rapidity of speech in which sounds or syllables are unconsciously omitted, slurred, mutilated, or swallowed, while at the same time the natural speech accent becomes distorted. In every-day language, agitophasia is spluttering, cluttering, tumultuous speech. It is due to a disordered state of the nervous system, and most commonly occurs in children up to the age of fourteen.

A child suffering from it should, of course, receive medical treatment for his nerves; but it here may be said that for nervous children of all kinds, including those who stutter, there usually are few things so beneficial as plenty of life in the open air. In other particulars, the child suffering from agitophasia should be treated much as one who is just beginning to stutter. He should not be scolded. In a quiet way, repeated efforts should be made to slow his speech down, and to teach him to have clearly in mind what he wishes to say before he attempts to say it, and then to say it slowly and deliberately.

Sometimes a child will suffer from stammering, stuttering, and agitophasia at one and the same time. Recently we treated at our hospital a boy of five and a half who was afflicted in this triple way, his mother bringing him to New York all the way from Idaho. The boy, as well as his father, had had tuberculosis, and his speech disorders were clearly to be traced to this.

Frequently we hear a mother say: "My child speaks through his nose, and no matter how many times I tell him not to speak that way, he does not mind me." She fails to realize that in such cases of nasality there is always present an abnormal condition either of the nose or of the mouth, and that it can be cured only by scientific diagnosis and treatment.

Children frequently suffer from chronic hoarseness, and in far too many cases it is permitted to persist for a long time before a physician is consulted. Such hoarseness may be due to overexertion of the voice, but it also may be due to catarrhal conditions of the nose and throat, or to tumorous growths on or about the vocal chords.

Every one is acquainted with the voice changes and disturbances manifested by children, especially boys, upon attaining the age of puberty. There may be hoarseness, loss of voice, or change of voice either to falsetto or to abnormal depth. Here again there is danger of the disturbance proving chronic, and if it continues for a protracted period the parent should obtain for the boy or girl proper treatment.

The sum of the matter is this: A speech defect or disorder of any kind is a serious handicap. In the vast majority of cases, such defects and disorders are the results of habits acquired in childhood or of abnormal conditions permitted to persist during childhood.

Cure or improvement is largely a matter of getting new habits adopted, and this can be accomplished most rapidly and with the largest degree of permanence before the habit-forming age has passed. Undesirable habits that are permitted to become deeply ingrained in childhood are later eradicated, if at all, only by an undue expenditure of time and energy. Economy, if nothing else, dictates an early start.

TEACHING A CHILD TO TALK

By Michael Vincent O'Shea

There is something very cheerful and courageous in the setting-out of a child on a journey of speech with so small baggage and with so much confidence. He goes free, a simple adventurer.—*Alice Meynell.*

The first sound a child utters may be indicated by the vowel *a*. In the beginning he cannot utter any consonant sound; one can hear nothing but vowel sounds from him for several months. Why? Because the vowels are easily uttered. They require no co-ordination of the lips, teeth, tongue, and palate.

The first articulate word is something like *ma-ma*. The next is apt to be *pa-pa* and the next *ba-ba*. The consonants in these words are made

in a simple way. The child is always uttering the *a* sound during his waking moments, and when he is feeding or indulging in voice play he unconsciously modifies the stream of *a* sound by the lips, which results in the *ma-ma* that infants repeat over and over again in voice play. Then again as the child is playing vocally in his cradle he puffs and puffs and produces something like *pa-pa* by modifying the stream of *a* sound, by blowing against the opening lips. In the same way while he is indulging in vocal gymnastics he produces a sound that resembles *ba-ba*. In due course other consonants appear and they are joined with the original *a* sound; and in time other vowels are developed; thus the range of sound combinations is continually enlarged.

By the time the average normal child is twelve months of age, he begins to imitate some of the words spoken by his father, mother, brothers, and sisters, but he never reproduces any word with complete accuracy. He mutilates every word more or less, because he avoids the more difficult sounds, either eliminating them altogether or substituting other sounds for them. Very rarely, if ever, would a twelve-months-old child say "milk," giving the full and exact sound of the *l* and the *k*. Sometimes young children will omit all consonant sounds, and "milk" will be simply *"i."* More often it is *"mi"* with the *l* and *k* omitted.

§2. CAUSE OF SPEECH DEFECTS

A SIX-MONTHS-OLD child can not control the tips of his fingers in co-ordination with one another so that he can perform delicate tasks such as threading a needle. Neither can he control the tip of his tongue in relation to the teeth and the palate so that he can produce difficult consonantal sounds. This is why he mutilates words. Most children of eighteen months and even older will omit the sound of *g* on the ends of all words ending in *ing*. They will substitute other sound for *th, fl, sp,* and so on, or omit them altogether. Thus "that" will be "dat"; "spot" will be "pot"; "flowers" will be "fowers"; "run" may be "glun" or simply "un"; "drink" may be "ding" or "dink"; "Christmas" is likely to be "ismas" or "Kismas"; "hold" may be "ho"; "let" may be "et"; "come" may be simply "cu"; "through" is likely to be "frough." The "th" in "either" will probably be changed to "v," and the word will be pronounced "eiver." A hard word like "scissors" will be likely to be simply "si." One might go on with these instances to any length.

By the time the child has reached his third birthday all these mutilations should have disappeared, if he develops normally. If he still retains his "baby talk" it is an indication that he is not gaining mastery of speech in quite the right way, and he should be given some special attention. The first thing to do is to avoid using "baby talk" in speaking to him. A parent should always prevent people from using mutilated words in talking to his child. The next thing to do is to look into the child's physical condition. Does he have adenoids? Is he tongue-tied? Does he have enlarged tonsils or enlarged glands? Is his palate properly formed? Are the nasal passages open, or are they obstructed by congested conditions or misplaced bony structures? In some cases the tongue is so thick that the child seems to be unable to use it to make the more difficult consonant sounds.

The chances are that a child who is normal physically will grow through the period of speech-mutilation, and will reproduce correctly all the sounds in the language without special instruction. But occasionally a child is found who is normal physically and mentally, but who persists in using mutilated words. With such children special instruction is desirable. These children must be taught how to place the vocal apparatus in making the sounds which give trouble. Take the *th* sound, for instance. A parent can help a normal three-year-old child by showing it how the vocal organs are placed in sounding *th* in "through," for example, or in "this" or "that." A one-year-old child can not imitate the position of the vocal apparatus in making particular sounds, but a typical three-year-old child can do it.

§3. PRECISE ARTICULATION

THE SOUNDS that are made in the front of the mouth, so to speak, so that the child can see the position of the tongue, teeth, and lips, can be more easily imitated than sounds that are made in the back of the mouth; but even these latter sounds, as, for instance, *g* in "pudding," can be taught to a normal three-year-old child who habitually omits it, but can not be effectively taught simply by pronouncing it. The child must *see* the vocal organs in position and in action. If necessary, he must feel them with his fingers so that he will have something definite to imitate. A child can not imitate the mere sound of a word as readily as the movement of the vocal apparatus which he can see and feel.

This principle is recognized to-day in teaching adults a foreign language. Every good teacher now gives phonic lessons at the beginning of the study of a foreign language. The student acquires the sounds of the languages largely by

observing the placement and imitating the movements of the vocal organs of his teacher. He may never get the more subtle sounds of the foreign language, as *ich* in German, if the teacher simply pronounces them and depends upon his pupil to imitate them through hearing alone.

If the readers of these lines, who have not thought of these matters, will try themselves to imitate the speech of a foreigner whose language they do not speak, they will quickly realize that it is practically impossible to reproduce strange words that are heard merely. In the language of psychology, one cannot get a clear auditory image of words with which he is unfamiliar. Not until he has had experience in speaking such words will the ear give clear auditory images of them.

It is good training for all children between the ages of three and six or seven to have exercises in precise articulation. However, the majority of children will in time articulate correctly without special training, provided they hear language spoken correctly about them. But if they hear slovenly speech they may never learn to articulate precisely, which will prove a serious handicap in life. Clear, precise articulation will prove a valuable asset to anyone.

ENLARGING THE CHILD'S VOCABULARY

By Ann Roe-Anderson

Numerous ways are given to enlarge one's vocabulary, but as is the case in many matters, it is best, in order that the adult may know many words, to "begin with the child."

If as children we had learned, easily and naturally, a few thousand words instead of only a few hundred, we should now be able, under most circumstances, to speak without hesitation or embarrassment, and there would be no need "to enlarge our vocabulary" by setting ourselves the stint of learning each day a new list from the dictionary.

Over and over we employ the same words, trying vainly to express thoughts about our various experiences. If words were borne out by use we should soon find ourselves greatly at a loss to carry on our "every day" conversations. When we make bold to use a word now and then that is not worn threadbare, the blank look of amazement or the sly smile causes us to feel embarrassed, but if these words were inherent from childhood we should not be self-conscious in their use.

An interesting way for the child to get a large, practical vocabulary is through the Synonym Game. The child "wins" who can tell or write the greatest number of synonyms for words taken from some familiar verse, such as:

"Old Mother Hubbard
Went to the cupboard,
To get her poor doggie a bone;
When she got there
The cupboard was bare,
And so the poor doggie had none."

Synonyms for "went": walked, ran, hurried.
"Cupboard": kitchen-cabinet, pantry, store-room.
"Got": (which the children should be taught never to use with have) arrived, reached.
"Bare": Empty, stripped.
Of course there are many others.
A verse from Stevenson may be used:

"A child should always say what's true,
And speak when he is spoken to,
And behave mannerly at table;
At least as far as he is able."

"True": honest, reliable, good.
"Speak": answer, talk, converse, chat.
"Behave": act, appear.
"Mannerly": ladylike, gentlemanly, gracious, politely.

The little ones enjoy the game and gain fluency of speech unconsciously. The older children often rule that the words which they have used must be defined, and without using a derivative of the word. A book of synonyms studied after the game is over shows them other words which they might have used.

LEARNING TO USE LANGUAGE*

In language, the wealth of learning and aspiration of the race have been stored up, ready to be unlocked when the child has found the key of some actual experience which will give him the power to enter into his inheritance. Words are symbols; that is, they suggest and represent meanings. John Dewey says, "Words should be signs of ideas, and ideas spring from experience."

*Adapted from a report by the Committee on Curriculum of the International Kindergarten Union.

§2. GENERAL AIMS

1. *To provide a means of communicating with others.*—The kindergarten period is the one during which a child should become thoroughly grounded in colloquial, conversational English. He should gain in the ability to grasp the meaning of others as interpreted in language.

2. *To aid in the clarification of ideas; to crystallize a meaning which the child has discovered in his experiencing, so that such meaning may be used in thinking.*—As the child realizes finer distinctions in his experience, he seeks for a word that will fix his idea. If it is supplied to him or if he coins one for the situation, he can make easy reference to that situation in his later thoughts; the word gives him a new basis for discrimination.

§3. SPECIFIC AIMS

1. *Improvement of the technique of oral expression.*—Increase of vocabulary due to wider experiences and finer distinctions.

Better grammatical construction, sentences more complete and following each other in sequence without loss of spontaneity in expression.

Clearer enunciation; correct pronunciation; pleasing, expressive tone of voice.

2. *Organization of thought.*—In striving for adequate expression of his ideas, a child learns to emphasize the more significant phases of his experience, to relate these to his former experiences, and to define them in terms of former experiences. In social intercourse he interprets the thoughts and feelings of others in the light of his own, and so enlarges and modifies his own.

3. *Freedom of expression.*—A child should be led to feel that he has something to say which is worth saying. A child should be led to feel that he has an interested listener. A child should be led to feel that he will be encouraged to communicate his ideas.

§4. METHOD

Conversation should not be limited to certain periods of the day set apart for that purpose; for in such a case it becomes formal and forced.

Throughout the day the child should have freedom of expression. He should ask questions of other children as well as of his mother; he should ask their help in work and play; he should express his opinions, and thus test his ideas by the knowledge of others who may sanction or disapprove. It is only when a situation does not provoke energetic thought that a little child's talk becomes silly.

Wrong Methods.—It is almost impossible to give model outlines for conversations because of their inherent nature. Conversation is a give and take, modified by the mental attitudes of the people taking part. It is easier to show what the so-called conversation periods should not be like.

1. Question and answer method: The mother may start by asking, "What did we talk about yesterday?" If little impression was made the previous day, no answer may be forthcoming or perhaps a random guess. "It was a tall man who carries a flag." "Yes, a soldier." "What did we say a soldier did?" This method rouses a half-hearted interest because the child gives information only.

2. Monologue method: The mother may tell the child all about some experience. The child is passive, may not be interested in the topic, and has no opportunity for expression. Children should usually gather information from some direct experience.

3. Over-organized method: The mother may say, "Yesterday we talked about where the squirrel lives; to-day we will talk about what he looks like." A little child is not ready for concentration on such minute details, pigeonholed under headings. A child must respond to a whole situation if his language is to flow freely and fully.

4. Poor method of using pictures: "Here is a picture; what do you see in it?" is often a way that a conversation is started. Such a question is unnecessary if the picture illustrates experiences familiar to the child. The picture itself will suggest interesting conversation. But if the picture shows objects or activities entirely foreign to the child, he may guess at its meaning, but there is little language value. The child may learn to speak the words which the mother uses in describing the picture, but as there is no content to the words, these will drop from the vocabulary.

Right Methods.—1. Recall of an experience: A vivid experience, such as watching the carpenter at work, playing in the wind, planting in the garden, is a good starting-point for a general conversation. "Language will become vigorous and effective when there has been reaction toward elemental things." The child himself must use correct language form. "Nothing but persistent oral repetition of the correct form will overcome the habit of using incorrect, ungrammatical, and inelegant expression in daily speech. These are matters of ear-training and motor-habits as well as of knowledge."

If the child describes an experience in a desultory, disjointed way, the mother may ask a few suggestive questions and at the end may combine the child's ideas in a sequence of events, an interesting summary.

2. Experience of the child told to others: When the child's contribution is of such a nature that it is of significance for others, the mother should help the child to tell the experience. The responsibility for interesting a group because one has something worth while to say is an attitude that should be encouraged in a social situation.

3. A social situation which calls for organization of oral expression: Invitations to celebrations, letters to absent friends or other children, etc., are excellent opportunities for the formulation of ideas in written form.

4. Good method of using pictures: A question which leads to picture-interpretation complies more with the spirit of art than one that suggests picture-analysis.

The following stories were told by some five-year-old children as interpretations of Millet's "First Step":

The father is saying to the baby, "Come over here." And the mother is holding the baby. "Come over here, come over here, and I will put you on the car."

Once a man was in his garden picking up wheat and putting it all in his wagon. His mother and his baby came in to see how it was in the garden, and he put out his arms to lift up the baby, and he wanted to lift the baby, too, but he had too much work; he couldn't. Then, after he was done with that, he planted some seeds. So many trees are there! All the people came from all over the country to see how nice it was. He had fences so that nobody could come in to touch his stuff. He took his wheat to the miller, who made it into flour so that we'd have something to eat.

After a few stories about a picture have been told by the child, the mother can draw attention to different parts of the picture which have been misinterpreted. For instance, the above stories show that the wheelbarrow in the "First Step" is an unfamiliar object. Conversation will then center on these unfamiliar objects in familiar surroundings. Sometimes it is the activity, the meaning of the picture, which is misinterpreted. In such cases the mother will question about the detail which gives the clue to the rightful meaning.

This method of studying a picture develops imagination and gives a unity to a picture and to the ideas about it. When questions lead to the mere naming of different parts of the picture, observation is developed, but it is not true picture-study; that is, a consideration of the idea, the underlying meaning as expressed through the relations between the various parts.

Aids to oral language.—Language-work is greatly aided by drawing, handwork, dramatization. Any communication of ideas is really language, because the hand and the bodily gesture have a language of their own which really carries over into verbal language and enriches it.

Dramatization, drawing, and language bear a close relation to one another. A child of kindergarten age strives to fix and clarify an idea, first, by dramatization, then by oral language, then by drawing. The younger child dramatizes the different parts of the experience without much regard to the sequence in which the events happened. His subsequent oral expression is still disjointed, but is more related than his actions. His drawing illustrates isolated parts of the experience. As the child grows, his ideas become better organized, his dramatization shows an attempt to relate different incidents, his oral expression contains incidents woven into an embryo story, and his drawing represents several objects in some relation. Dramatization is composition in primitive language form; drawing is composition in picture-writing form. Both should be used by the teacher in conjunction with language to aid in the organization of thought.

§5. ATTAINMENTS

No ABSOLUTE standard can be set, for home conditions exercise great influence upon the language-development of children. Training should result in increased control, power, and desire in the following directions:

1. Control over tone of voice, enunciation, pronunciation, and grammatical construction.

2. Power to put ideas into language, either in asking questions or in making statements.

3. Ability to understand simple conversation and to respond to directions which have been stated once.

4. Desire to find proper and adequate verbal expression for vague ideas and to add to the vocabulary.

The vacabulary should include the names of the most familiar objects in the school, home, and neighborhood; also such qualities and activities of these objects as are necessary for a child to understand in order to carry on his life and play-projects, or the qualities and activities concerning which he is curious.

Habits of courteous response and intercourse

should be developed. "Please," "Thank you," "Excuse me," "Yes, Mother," should come naturally at the appropriate time. Replying when spoken to and waiting until others have finished speaking should be one result of training.

Education in language is not measured by the number of words which a child can pronounce, but by the clearness of his ideas about a number of selected experiences, as shown through his adaptable, usual vocabulary.

WORK AND PLAY IN ENGLISH *

By Edna E. Harris

Literature fulfills a twofold purpose: It widens our range of experiences, setting before us ideals toward the realization of which we may aspire, and it expresses perfectly and completely that which we feel and experience but imperfectly and incompletely express. It is both a vehicle of expression and a stimulus to larger growth.

The mother or teacher who wishes to develop a real love for literature must keep these two purposes ever present in mind. They will determine her selection of material, guide her as to method, and keep her more or less conscious of correct form.

But the six-year-old child must remain blissfully unconscious of all purpose. To him "English" should be simply an opportunity for making new acquaintances and renewing old friendships; an opportunity for reliving his experiences through rhymes, stories, pictures, dramatizations, and play.

Language is the golden key that unlocks for us the world's vast treasure-house. A child should be taught to look upon a book as a dear friend who introduces him to charming people and gives him delightful experiences.

The child who has never heard of Field, Riley, and Stevenson has been cheated of his birthright, and the one who does not know dear old Mother Goose—well, that is too dreadful to think of at all.

§2. RHYMES

The rhyme is the most natural approach to literature. The rhythmic appeal is strong, the content is simple and satisfying, and the technique of expression lies within the ability of the very young child.

The mother is unconsciously arousing her child's literary instincts when, in its earliest infancy, she repeats some dear old nursery rhyme, accompanying the words with appropriate movements of her baby's tiny fingers and toes. "This little pig went to market" has been many a man's initial experience in the world of literature.

Unfortunately, most mothers stop here, and the child's future development is left to his own undirected efforts or to the mechanical drudgery of classroom instruction.

Few children voluntarily read or memorize poetry after their nursery days. This is most unfortunate, especially so since there is such a wealth of rhymes and simple verses strikingly appropriate to the interests and everyday experiences of child life.

That it is true is undoubtedly due to the fact that few mothers concern themselves with their children's education, and the formality of the schools kills rather than fosters literary growth.

As a result, the normal child, with his overwhelming enthusiasm for life itself, turns his attention to the more physical activities of childhood.

From this it may easily be seen that the mother has a very great responsbility, but when we consider the material at her disposal, we cannot help but feel that it is an even greater privilege.

When Robert Louis Stevenson wrote that delightful little couplet:

> "The world is so full of a number of things,
> I'm sure we should all be as happy as kings,"

he might easily have been thinking of the wealth of material available for the English lesson, for no other subject offers such a rich and inexhaustible supply.

Rhythm.—Mother Goose forms the connecting link between the child and poetry proper. The universality of these rhymes leads us to believe

*After Miss Harris had finished these inspiring suggestions, she was in a quandary as to what name to give this chapter. She had two purposes in mind in her work: one was to show us how to help young children appreciate what is beautiful and worth while in the treasures of our literature, and the other was to show us how to help children express themselves adequately and effectively by means of language. To this mingling of language and literature there has occurred to her and to us no better name than the short, though perhaps inexpressive word, "English," the name of the language we use and the literature which we inherit.

Beneath all the methods suggested, you will see that Miss Harris has constantly in mind the enrichment of the lives of our children. These play-methods and dramatic methods and the use of pictures all help develop the imagination of children. No child will ever be really poor, the beginnings of whose educational life are based on these broad and dynamic methods.—*The Editors.*

that they were originally composed in unconscious response to the child's need for greater rhythmic expression.

That this rhythmic appeal is not a negligible consideration with the adult is evidenced by the number of people who "do not like blank verse" and infinitely prefer the lyric poets to those of more irregular stanzas.

Rhythm is by no means unimportant, and the child should be allowed to express this musical quality.

Imagination.—Children revel in personification, and simple rhymes or stories that personify animals or objects are to him an endless source of delight. "Hey Diddle Diddle," from Mother Goose, is an excellent example of personification.

In personifying, certain qualities or activities common to man are often transferred to objects or animals which do not naturally possess these qualities or partake of these activities. This transference of qualities and activities is the beginning of constructive imagination. It is a natural tendency of childhood which, if allowed to develop, leads to originality and inventiveness.

Over-development of the imaginative faculty is commonly mistaken for lying. If your child seems to be telling you a fairy-story, enter into the fun, do not punish him, but do not let him think for one moment that you consider it a "really truly" story.

Direct the imagination. Do not try to suppress it.

Memory and Observation.—Modern educators are beginning to realize the importance of awakening, developing, and directing the child's memory and observation.

It is a part of common experience that poetry is easier to memorize than prose, hence simple rhymes should be memorized as an initial step in the development of memory.

This need not necessarily be memory made easy solely by rhythm, for very often the simplest Mother Goose jingles embody a closely connected series of events. "Little Fishes in the Brook" illustrates this type of verse.

"Little fishes in the brook,
Papa catches with a hook,
Mamma fries them in a pan,
Baby eats them like a man."

The sequence is very apparent. A great value of these rhymes lies in the fact that they reduce life to its simplest terms and processes to their essential stages of advancement. Such natural sequences assist memorizing by directing the child's conscious attention to certain definite and closely related facts.

A simple illustration of a sequence with social interdependence will be found in the familiar "Pat a Cake" rhyme.

The following introduces still another—the miller:

"Blow, wind, blow! and go, mill, go!
That the miller may grind his corn,
That the baker may take it, and into rolls make it,
And send us some hot in the morn."

This series is a little more extensive than the others, and leads to the consideration of the final dependence of man upon nature.

Remember it is always the essential facts that should stand forth prominently in the consciousness of the little child.

Later on these same rhymes may serve as a point of departure for the study of more complex industrial processes.

A slightly different chain of consequences is depicted in "Humpty Dumpty" and "Three Wise Men of Gotham."

The preceding rhymes lead to the consideration of natural phenomena and industrial activities; the latter to moral reflection.

Not only are these sequences an aid to the development of memory, but they draw the child's conscious attention to the law of cause and effect, leading to closer and more accurate observation of things in their existing relations.

Children often ask, "What happened then?" Teach them to "forecast the coming event" by directing their thoughts to what might naturally be expected to happen.

Ideals and Experiences.—As has been previously stated, one of the most important functions of literature is to broaden our range of experiences and fill our minds with ideals toward the realization of which we may aspire.

These need not, necessarily, be moral ideals. They may be ideal environments or ideal experiences that may eventually lift the slum child from the sordid conditions of his immediate life, or arouse and awaken the child of good but limited experiences to the possibilities of a larger way of living.

Humor.—There is a current proverb to the effect that a man may be known by the things he laughs at. This is, to a very great extent, true. A keen sense of humor is such a choice possession it would almost seem as though it were an especial gift, like genius. Nearly every one starts out in life with the precious gift, but many lose it on the way. Without it, life would be unbearable. The perverted type is worse than no humor at all.

Anything in the way of exaggeration or surprise fills the child with delight. The nonsense

tale is wholesomely humorous, and it usually depicts a series of situations resulting in consequences which contain real moral value.

Ethics.—Few parents and teachers resort to literature as an aid in discipline, yet it is far more interesting than the prevailing methods and, in most cases, quite as efficacious.

Label the "smart" child "Simple Simon" and see how soon his smartness will end. The child who constantly justifies himself by "laying it on to the other fellow" has no relish for being called "Silly Jill," who tumbled simply because Jack did. The sad fate of "Humpty Dumpty," especially when personally experienced, is quite likely to arrest the reckless climber.

"A dillar, a dollar, a ten-o'clock scholar" is a pretty sure cure for lateness.

Stevenson's

"Birdie with a yellow bill"

that

Hopped upon the window-sill,
Cocked his shining eye and said,
'Ain't you 'shamed, you sleepy-head!'"

will prove a pleasanter and more effective means of awakening the "sleepyhead" than any plan ever devised by a despairing parent, and "Wee Willie Winkie" will help get the grumbler to bed in a happier mood.

Read the charming stories and verses in the "Fun and Thought for Little Folk," "Golden Stories," and "Famous Stories and Verses." The children may not yet appreciate the implied moral, it is true, but never mind.

"A man's reach should exceed his grasp,
Or what's a heaven for?"

We should have ideas in the mind as we have money in the bank, to prepare for the coming of "the rainy day."

It matters little whether the child really understands a poem now, so long as it is worded simply and embodies wholesome ideas which lie somewhere within the range of either real or imaginary experiences.

Ideas are like seeds which sink into the subconscious, where they germinate and grow until, in due process of time, they force their way through consciousness and make their meaning clear. They may be like Wordsworth's "Daffodils." You remember the lines:

"For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils."

Surely literature fulfills a worthy purpose if it does no more than fill our "vacant moods" with gladness.

Hero-worship. The mere memorizing of golden texts is, of course, not the best activity connected with literature for little children. The main service of books is that in them we have life speaking to life. Their best contribution is that they show us how goodness looks when it is lived. Whether the lives portrayed be those of the kindly fairies, or the mythical heroes, or the unselfish men and women of history, they all speak to the heart of the child. It is from these "Ten Commandments in action," these Beatitudes incarnate, that the child gets the impelling desire to rise up and be like them.

§3. METHODS OF INTRODUCING VERSE TO A CHILD

As to method, I am inclined to believe the less of it the better. First get the spirit of the poem. Feel it, become thoroughly saturated with it, then repeat it over and over, again and again, to and with your child until he, too, catches its joy.

Help him to speak the lines correctly, but not too correctly, with painful emphasis on enunciation and expression. Just get the words, that is all.

A little four-year-old girl went to the window early one morning and, seeing the bright sunshine, clapped her hands and exclaimed:

"A sunny day,
A day to play."

Encourage your child to make up rhymes.

Help him by playing a game in which each tries to outdo the other in naming words that rhyme with a given word.

Illustration:

man	all
can	ball
fan	fall
ran	tall

If you are familiar with a musical adaptation of a rhyme, introduce it as a song.

If you have a good picture illustrating it, establish a visual association by showing the picture. After the child has become familiar with a number of such pictures, show them in succession, having him repeat the rhymes which they illustrate.

§4. THE STORY

If education is designed to meet the needs of life, the story should occupy a place of honor in

the course of study. No other device is so irresistible in its appeal, no other includes in itself so many educational advantages, and no other is so sadly neglected. We tell stories too infrequently, and the few that we do tell are not sufficiently varied.

Were mothers and teachers to realize the benefits to be derived from story-telling, they would selfishly tell them for their own pleasure, if not for the sake of the children.

The story is the magic cloak that transforms us according to our wish; the winged slippers that carry us whithersoever we would go. Even if you are of the Philistine mind and prefer not to travel in the land of fancy, story-telling has practical advantages which none of us can afford to ignore.

The story embodies all the essential characteristics of the rhyme, the values of which have already been mentioned, but it is more flexible than the rhyme and affords greater opportunities for self-expression.

Stories stand for progress, for growth; they exist in response to a universal impulse toward development. They interpret our experience, and they answer a real need for adventure. Life demands that the individual shall transcend the narrow limits of his own experiences; it tempts him to do this by appealing to his innate curiosity. Whether his adventures be made into the land of fancy or that of fact matters little, so long as they widen his own experience and enable him to enter into a sympathetic appreciation of the lives of others.

Tell your child stories. Tell them principally to give him pleasure, but, as a secondary consideration, to enrich his imagination, stimulate him to self-expression, and develop conversational power.

The best way to tell a story is to tell it without thinking much about method. Get the spirit, familiarize yourself with the principal characters and events, then when you are quite sure of the story, tell it. Power comes through doing, and your second attempt will exceed your first far beyond your fondest expectations.

After you have told the story a few times, let your child tell it, repeating it *in his own words* with the possible exception of a few conversational phrases which have become sanctioned through long usage.

Whatever you do, *do not interrupt* to correct errors in English. Interruptions embarrass the child and tend to divert his attention. After the child has told the story, correct any erroneous impressions he may have in regard to the facts, and tactfully suggest better phrasing.

§5. PICTURES AN AID TO THE STORY

When children find difficulty in following the events, the memory may be strengthened by the use of pictures. These may be imaginary drawings made by the child himself, pictures cut from old books or magazines, or those made by tracing around cardboard patterns and filling in the outlines.

Paste the pictures on cards and arrange the cards in sequence. In this way the story may be told with the aid of several pictures. Whenever pictures are used, each picture should represent a distinct phase of the story.

§6. WHAT STORIES TO TELL

The age and natural interests of the child should determine your selection of stories. The six-year-old child prefers those which move rapidly and naturally, each event presenting in itself a simple but distinct picture.

"The Three Bears," "The Three Pigs," "The Old Woman and Her Pig," "Red Riding Hood," "Chicken Little," "The Little Red Hen," "The Little Small Red Hen," "Peter Rabbit," and "The Gingerbread Boy," are always prime favorites.

Cumulative stories appeal to a child's love of repetition.

The transition from the rhyme to the story proper may be made by means of simple rhyme-stories like "The Old Woman and Her Pig," or stories in which rhythmic repetition occurs at more or less regular intervals.

These should be followed by the nonsense-tale, the fairy-story or wonder-tale, and nature-stories which are rich in personification. Simple myths and fables will serve as an introduction to the short story.

We are too apt to limit our story-telling to stories having educational value. It should never be forgotten that the story's first mission is to give pleasure, and the many charming stories written with no other end in view should find a ready welcome in both home and school.

§7. DRAMATIZATION

A sigh of satisfaction follows the conclusion of the story; then—"Let's play it," suggests someone. This is a moment of opportunity, for it is only by actually participating in an experience that we are really able to comprehend. Besides, the dramatization will be the test of the child's understanding of the story and will enable you to decide just which parts you should emphasize when you tell it again.

Simply considered as a pleasure-producing resource, dramatization takes the lead, for it is here that full scope is given the imagination and self-expression has free play.

The method is practically the same as that of the reproduction-story. First, tell the story, then discuss it informally as to characters, settings, and events. When the children are familiar with it, "play it." Conversational phrases may be memorized, but the children should be permitted to work out all details for themselves.

Some other day retell the story, then discuss it again in the light of the deeper understanding gained through the previous dramatization. After this second discussion "play it" again.

In my experience I have found that many children who are indifferent to, or mildly interested in, a first dramatization become enthusiastic as time goes on. Repeated dramatizations enable them to get the spirit of the story and also develop confidence and skill.

Do not attempt to be too realistic. The living-room, nursery, or out of doors will furnish all the necessary stage accessories. As far as possible let the children use their own inventiveness; they will think of things that would never occur to the adult.

In my own classroom, "Simple Simon" fishes for his "whale" with a blackboard pointer, using the waste-paper basket for a pail, and "Boy Blue" sleeps peacefully under a cloth-covered chair while his cows wander serenely through rows of children who represent the corn.

One day when we were about to dramatize "Hey Diddle, Diddle," I was surprised to find that someone had been selected to represent the moon. I protested mildly, but was told the cow *had* to jump over the moon. She did, quite solemnly, after the manner of boys playing leap-frog; no one was amused, the children seemed to consider it quite the proper thing.

It is nearly always possible to assemble a sufficient number of children to complete a dramatization. Little neighbors will be only too glad to join in the fun. Adults may do so without injuring their dignity, but whenever this is impossible, a child will find great pleasure dramatizing a simple story or rhyme alone. Children are adepts as "quick-change-artists," and very effective dramatizations may be made by the child who plays by himself.

§8. PANTOMIME

We must not leave the subject of dramatization without mentioning the possibilities suggested by the pantomime. Either stories or simple experiences may be presented in this way. Where groups of children are playing, a number may be selected to enact the pantomime, after which the others may be requested to reproduce it in story form. This is a particularly useful exercise when the children who tell the story have had no previous knowledge of pantomime, so are obliged to depend entirely upon that which they actually see.

We will suppose that three children are playing. One should be requested to leave the room while the others decide upon a pantomime.

A decision having been made, the other child is summoned. He must watch very carefully in order to find the material for his story.

Illustration: A little girl dressed in mother's hat and shawl walks across the room. She pretends to open a door, then bows to another child who stands behind an improvised counter. The second child returns the bow. The little girl looks about as though searching for something. She finally selects an imaginary article, which she hands to the child back of the counter. The second child pretends to wrap the package, then gives it to the little girl. After paying for the package and receiving her change, she bows again and walks away. The story will be somewhat as follows:

A lady walked along the street. She came to a store and went in. She said, "Good-morning," to the storekeeper. He said, "Good-morning," too. The lady looked about for a few minutes, then she bought something. The storekeeper wrapped it up, and the lady paid for her package. Then she said, "Good-morning," and walked away.

§9. ORIGINAL STORIES

While the child has been listening to stories and dramatizing them, his thoughts have been unconsciously organizing, his ideas have been taking more definite form. He is now ready to tell his own stories. This does not mean that all attempts to express himself originally are to be discouraged until this time; it simply means that these earlier attempts should be incidental, unconscious, and undirected. Original stories may now have a regular place in the program, and they should be more or less consciously directed to real story form.

The four difficulties usually encountered by the classroom teacher are (1) limited experiences from which ideas may be drawn, (2) a meager vocabulary, (3) lack of initiative, and (4) mind-wandering. The first three belong to the school rather than the home, the last is common to both. This is one of my reasons for so constantly emphasizing the importance of simple classifi-

cations and sequences. Through these the child's ideas will become more consciously organized, his power of concentration will develop, he will be stimulated to closer and more accurate observation, and he will become accustomed to thinking and expressing his thoughts more systematically and more logically.

When the first three difficulties are experienced it is simply a question of time and patience. Give a rich and varied story-experience with plenty of opportunities for reproducing the experience either in story or dramatic form.

Original stories may be based on experience or pictures, or they may be purely imaginative. The experience-story will, undoubtedly, be embellished by the child's imagination, but the main facts will probably be told very much as they actually occurred. The picture-story needs a little judicious direction, but the imaginative story should be absolutely free.

A delightful form of imaginative story is the "Dream Story." In this the child closes his eyes and pretends to sleep. When he awakens he tells what he has dreamed.

§10. HOW TO USE PICTURE-STORIES

THERE are two ways in which the picture-story may be presented. In the first the child is given a picture and allowed to ramble on at will. The second, which I myself prefer, I call the development-method.

Using as an illustration the picture, "The Village Choir," on page 37 of vol. 4 of the BOOKSHELF, let us ask the children to study it, then tell us what they have seen. By removing the picture and having them describe it from memory, we compel them to speak in terms of the past. This simple little exercise enables us to overcome the child's natural tendency to talk only in the present tense.

The description will probably be somewhat as follows:

"I saw six little children (or three boys and three girls). They were chasing two geese down the street. They had hold of hands. There was a grandpa and a little girl watching. One boy had fallen down."

This is a good description of the picture, but it is not a story. A story must be developed by tracing backward to a probable beginning and forward to a probable ending.

Why are the children chasing the geese?
Why are the children playing in the road?
Where did the geese come from?
Will the little boy cry?
What will the geese do? etc.

This will require definite thinking, but it is an exercise well worth while. Try it with your children and see what their stories will be.

Perhaps the story may be something like the one by Mr. McSpadden printed under the picture.

The BOOKSHELF has a host of pictures about which the children can weave their own stories. A dozen of them are:

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My own little folks always enjoy a picture of two little kittens seated under the shelter of an open umbrella while a frog watches them through the pouring rain.

The situation is simple, but it has been the source of many a heated argument. Some of the children think that the sun was shining when the kittens started out walking, and they carried the umbrella to protect them from the sun. Others declare that it doesn't belong to the kittens at all, but that someone was sitting under it and left it there. Still others are firm in the conviction that a little girl was carrying it and the wind blew it out of her hand.

The endings are just as varied. Some think that it will stop raining and the kittens will fold up the umbrella and walk away. Others, equally confident, believe that the little girl will come back for the umbrella and leave the poor kittens out in the rain.

Even the probable conversation gets its full share of discussion. Some think the kittens are inviting the frog to come under the umbrella, while others feel certain that they are saying, "Go away, you horrid thing. We're afraid of you." If the frog is invited he usually accepts the invitation, but recently one little girl assured us that what he really did say was, "No, I thank you. I like the rain."

Just as soon as a child has completed a story to his satisfaction, he claims it as his own, and woe betide any boy or girl who dares tell the same story without first giving due credit to the source from which it was derived.

This seems to me a much better method, although I must confess it is slower, and for a long time the stories are likely to be very crude.

Is it not wiser to develop power of expression rather than to impose purely arbitrary results which have implied neither effort nor intelligence on the part of the child?

§11. OBJECT LESSONS

THE CHILD should not be limited to that in which the imagination is dominant. There are other ways by which attention must be developed, definite information must be imparted, and accurate observations must be made.

Every child manifests a natural curiosity as to the world about him. Satisfy this curiosity and through it awaken interest in other related things. If your child does not possess a natural curiosity, stimulate one by carefully worded statements or questions which will appeal directly to his imaginative sense.

The bright fire burning on the hearth—does it mean anything to the child? Make it mean something. Introduce the subject by a remark like this: "Who would ever think that a plant which lived thousands of years ago would be the means of keeping us warm to-day?" The apparent improbability of such an assertion arouses curiosity; now tell the story of a piece of coal—how thousands of years ago, long before there were any people on the earth, huge plants and gigantic trees covered its surface. Describe how these plants and trees were gradually buried beneath the soil and compressed into hard layers. Talk about the miner with his lamp, pick, and shovel; the mine, with its long dark tunnels and winding passageways. Describe the mining-cars and the cages which carry the coal to the surface. Tell how it is finally prepared for its journey to the far distant cities where it is sold.

Discuss the various uses of coal—to give us warmth, to cook our food, to make the gas which lights our houses, and to furnish the power which moves machinery, trains, and boats.

This discussion will awaken interest in other kinds of mines, as the iron mine, which supplies iron for our stoves and the horses' shoes; or the silver mine, which furnishes us with knives, forks, and spoons. Trace to its source a penny, the blade of a knife, or any other simple object that has had its origin in a mine.

Simple nursery rhymes, as "Pat a Cake" and "Blow, Wind, Blow," or "The Story of a Loaf of Bread," may be taken as the point of departure for a lesson on rye or wheat. Describe the preparation of the field, the sowing of the seeds, the action of the sun and rain, the growth from tiny green shoots, the golden grain, harvesting the wheat, threshing it, the miller, the action of the mill-wheel, the baker with his huge ovens and long baking shovel, and finally the baker's boy who brings us hot rolls "in the morn."

From this lead to the origins of other kinds of food and drinks, as sugar, butter, tea, coffee, milk, etc. The story of honey never fails to delight. If you are not sure of the origins, look them up in some good encyclopedia. The encyclopedia habit is an excellent habit to form.

When we were reciting "Baa, Baa, Black Sheep" one morning, I asked the children what they supposed "the master," "the dame," and "the little boy who lived down the lane" would do with the wool. The query led to the wildest speculations, so I told them the story about wool. The children were much interested. They thought that it was very kind of the sheep to give away his coat. Some of them felt very sorry that he had to lose it, fearing that he might suffer from the cold. However, they were reassured when told that the coat would grow again.

The following topics are merely suggestive: wool, the fleecy covering of sheep; the sheep, the shepherd; washing and cleaning the sheep; shearing them; combing, spinning, and weaving the wool; uses—clothing, etc.

From wool we may proceed to silk and cotton, tracing the silk ribbon to the busy little silkworm, and the piece of cotton to the fluffy cotton boll.

From the clock we may trace back to the sundial, thence to the sun itself. The sun—the source of all light—suggests other forms of light, as the candle, the lantern, the kerosene lamp, gas, and electricity.

The object-lesson is so closely connected with the nature-lesson, it is difficult to tell just where one begins and the other ends. However, the line of demarcation is unimportant. Whether we class these lessons under "language" or "nature" matters little, so long as we really give them in such a manner that we shall awaken within the child some realization of "the miraculous interestingness" of ordinary things. And whether we call our conversations "nature" or "language," let us always begin with the objects themselves, and not with what somebody has said about them. Don't be bookish, when real things are all about you.

§12. CLASSIFICATIONS

THE OBJECT-LESSON leads us again to a consideration of classifications, a subject that cannot be too constantly emphasized. Children are not interested in abstract classifications, but they do enjoy organizing their knowledge, just as they enjoy sorting beads, sticks, and blocks according to color, form, and size.

With little people this should not be at all formal. In fact, it should be presented as a game, usually along very broad lines. See who can name the greatest number of things coming under definite headings, or collect pictures and make charts, or arrange them in booklet-form. The following topics will probably suggest others:

Animals—barnyard, field, forest, jungle.

Birds—according to color, size, time of appearance, etc.

Clothing—man, animals, fish, birds.

Objects—according to color, form, size, uses, etc.

Trades—blacksmith, baker, printer, etc.

Stores—grocery, fruit, dry goods, etc.

Things sold in stores—sugar, salt, flour, spices, etc.

Homes—man, animals, birds, insects, fish.

School—home of educational life.

State House—home of political life.

Church—home of religious life, etc.

Charts.—Collect pictures and paste them on charts. Have each chart illustrate some definite idea. (See preceding list.)

Booklets.—Collect pictures and paste them on sheets of drawing-paper. Arrange in booklet-form. Have each booklet illustrate some definite idea. These booklets will be more interesting and more instructive if they are arranged so that they show some kind of progression, as:

Page 1. House—the child's own home.

Page 2. School—the home of the child's educational life.

Page 3. Church—the home of his religious life.

Page 4. Town Hall, Opera House, etc.—the home of his social life.

Extend by showing the homes of the various civic units, as: county courthouse, state capitol, and United States capitol. Whenever possible, actual photographs should be used. For many of these booklets "Stamp-craft" pictures or "sticky backs" may be used. Paste these on sheets of drawing-paper, and arrange in booklet form.

§13. CORRECTION OF ERRORS

Up to the present, the child has been unconsciously acquiring good English habits, but there comes a time when he must be made conscious of certain incorrect forms. Now the work of correction begins. This is often far more difficult than it at first appears, for he must be made conscious of his errors without being made self-conscious—I hope the distinction is perfectly clear. When children are made self-conscious they refuse to express themselves at all.

With my own little people I try to create a class-consciousness of good English. By this I mean that the class as a whole is made conscious of errors without drawing attention to the children who have made the mistakes. Certain errors are anticipated and games are devised whereby the correct form may be established in the child's mind. All errors are noted, even those which are apparently ignored. For instance, having heard a child say "ain't got," I would ignore it for the time being. A day or so later, I would probably say, "Do you know, the other day I heard a little boy say 'ain't got.' Isn't that a funny way to talk? What do you suppose he meant?" If no one knows, I tell them; then we proceed to include this word in our game of "catch." This is simply a game in which we watch out for incorrect expressions. Whenever we hear one we say, "Tom's caught!" then point out the mistake that he has made. No one wants to be caught, so everyone watches, but if anyone is caught we laugh good-naturedly, just as we would in a game of tag.

A helpful device for learning to spell and understand the meanings of words is by making nursery dictionaries. Little children are often as interested in finding and analyzing a new word as a new bug. Have ready small oblong sheets of paper with a margin of an inch at the left. Let the child print neatly at the top of one of these sheets the word which you are studying. Then, after you have found the simplest possible definition, print this yourself or have him print it beneath the word. Put these slips in alphabetical order in a special box, or fasten them with a should use an incorrect expression so that the child made or labeled for the purpose.

An appendix may be made of common errors. Let him print at the top of each page the correct word or phrase, and beneath it in smaller letters the incorrect one which he sometimes uses.

So in the home, the mother may tactfully point out the child's errors, and the entire family may "play the game." Occasionally the older folks should use an incorrect expression so that the child may "catch" them.

"Ain't" is an ever-present enemy, not particularly easy to overcome. We had been singing Stevenson's "Birdie with a Yellow Bill," one morning, when I said, "Children, I am quite sure that little birdie never went to school. Had he gone, he would have known that ladies and gentlemen never say 'ain't.' They say 'aren't.'" A few days later a little fellow came running up me, his eyes sparkling with the joy of disco This is what he said. "I know all abo 'ain't' word now. If a thing 'ain't' t

don't say no more 'it ain't there,' you say, 'it aren't there!'"

The children had become conscious of the incorrectness of the expression, but "aren't" didn't always seem to fit. We finally disposed of the matter by calling "ain't" an ugly old word that just steps in and takes the place of several very nice little words, but the children still find it difficult to determine just which one of those "nice little words" should be used.

"Did" is a wonderful little helper when we are trying to master the past tense. Do something, then ask the child to tell you what you did. Let him do something, then you tell him what he did. Illustration: "You walked," "You skipped," "You sang," etc.

"Was" and "were" may be introduced in the same way. Do something, then ask, "What was I doing?" The child must answer in a complete statement. "You were writing" knitting, singing, or whatever your particular activity might have been.

Let the child do something, then ask, "What were you doing?" Be sure that the child gives a complete statement in reply.

Have the child perform some simple imitative activity, as a horse galloping, a rabbit hopping, a soldier marching, etc. Ask, "What were you doing?" The answer must be given in full:

"I was a little girl writing to Santa Claus."

"I was an airplane sailing through the sky."

"I was a farmer plowing" (a lady knitting, sewing, sweeping), etc.

Children delight in these simple pantomimes. They may be made still more interesting by turning them into guessing games. "Try to guess" what the child has been imitating, or do something yourself and make him guess.

"See" and "saw" may be introduced in various ways. The child may close his eyes and see some imaginary object, then tell what he has seen. He may look out of the window or he may look at an object or a picture of an object and tell what he has seen. This, too, becomes more interesting when used as a guessing game.

"See" and "saw" are combined with "go" and "went" in the journey game.

The child takes an imaginary journey. Let him harness up a chair and drive away, sail away on a rug, or travel on a "make-believe" train. When he returns ask, "Where did you go?" and "What did you see?" Introduce "bring" and "brought" by asking, "Did you bring me anything? What did you bring me?"

Let him go to a "make-believe" store. When he returns ask, "To what store did you go? What did you buy?" By asking him to name other things that he has seen, you will stimulate closer and more accurate observation and teach him to classify.

Illustration:

Mother. "To what store did you go?"
Child. "I went to a fruit-store."
Mother. "What did you buy?"
Child. "I bought some apples."
Mother. "What else did you see?"
Child. "I saw oranges, pears, bananas," etc.

Another good "make-believe" game is the "If-I-were" game. It proceeds somewhat as follows:

Question: "If I were a man, I would be a builder. What would you be if you were a man?"

Answer: "If I were a man, I would be a doctor," etc.

Other suggestions:

"If I were a lady, I would be—" etc.

"If I were a fairy" (tell what you would do).

"If I were a traveler" (tell where you would go).

"If I were a painter" (tell what you would paint).

This is particularly interesting when a group of children are playing. Follow out one line of thought with the entire group.

"It is he," "it is she," and "isn't" are emphasized in the following games:

Game 1

Child. "I am thinking of someone. Who is it?"
Mother. "Is it father?"
Child. "No, it isn't he."
Mother. "Is it grandma?"
Child. "No, it isn't she."
Mother. "Is it Cousin Lucy?"
Child. "Yes, it is she.

Game 2 (a group game).

One child closes his eyes while another leaves the room. The first child then opens his eyes and tries to guess who has gone.

Children. "Who has gone?"
Leader. "Is it Mary?"
Children. "No, it isn't she," etc.

"Is it I?" is emphasized in the following, which is another group-game.

Game 3 (a group game).

One child is blindfolded, another taps her on the shoulder. The blindfolded child proceeds to guess who it is.

Susie. "Is it Mary?"
Margaret. "No, it is I."
Susie. "Is it Margaret?"
Margaret. "Yes, it is I."

Margaret then takes Susie's place and the game goes on.

The following will help to overcome the expression "have got." One child hides his eyes while a button is given to some other child. The first child then opens his eyes and guesses who has the button.

Harry. "Have you the button, John?"
John. "No, I haven't it."
Harry. "Have you the button, Mary?"
Mary. "No, I haven't it."

The game may be modified by directing the question to the entire group.

Harry. "Has Mary the button?"
Children. "No, she hasn't it," etc.

Good English is largely a matter of environment—the child speaks only that which he hears; but these little exercises will make him definitely conscious of certain incorrect expressions and teach him the correct ones to use.

While it is true that the mother cannot control her child's environment when he is away from home, she can overbalance the neighborhood environment by making the child definitely conscious of the difference between good and bad English form.

One summer I watched with great interest two boys who had been brought up in a typical New England home. Their English was delightful, a decided contrast to that of the children with whom they played. Occasionally the younger boy would lapse into the environmental English, but he was immediately brought to task by the older child, who always said, "Remember, Mother doesn't like us to talk that way." Within a few weeks the country children were making a conscious effort to imitate the little New Englanders. Surely their mother built far better than she knew.

§14. INCREASING THE VOCABULARY

ENLARGE *your child's experience* and *you will,* of necessity, *increase his vocabulary.* New words are usually needed to express new ideas. As an illustration, take the number of new words that have become popular through the extension of a single industry—the automobile industry. Make a list of these words and you will realize what I mean; or, as another illustration, take the words, now in common use, that were seldom heard before the beginning of the World War. Even children having most limited experiences talk freely about camouflage, submarine activities, army organization, and industries which came into prominence during the war.

Have your child describe simple objects or experiences, or let him tell you how he has done certain things. If he needs a definite word with which to express himself, supply it. If he hesitates or stumbles, help him to the correct expression.

As the child grows older, refer him to the dictionary and a good book of synonyms. Subtle word-distinctions help make conversation a fine art.

§15. THE GOOD OLD ALPHABET

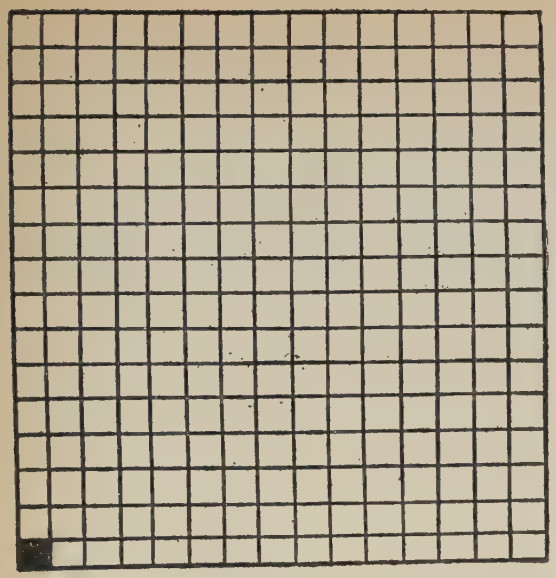
WE MUST not close without mentioning our old friend, the alphabet. Being wise, you already know that the names of the letters should not be taught until the child is familiar with the sounds. When there is no longer any danger of confusion, begin. Teach it in the good old-fashioned way—A, B, C, and right on down through Z. Not only should the letters be learned in sequence, but individual letters must be recognized wherever seen.

A pleasant way to teach the alphabet is by associating it with pictures or simple nursery rhymes. "A was an apple pie," etc. (the BOOKSHELF, vol. 2, page 11).

HOME OPPORTUNITIES IN ENGLISH

IS ANYTHING more important in a child's education than that he should acquire the ability to express his thoughts in his own native tongue? In no way does the home have a greater advantage over the school than in the encouragement of free oral expression.

Every one knows that normal children make remarkable progress in the mastery of their mother tongue during the pre-school period. This mastery is attained through the abundant and free use of speech. Children use language as do adults in a dynamic way—they wish to influence the behavior of others, to get things done, and to enter into more intimate social relations with other people. Children talk constantly and hear others talk about interesting objects and experiences. During the greater part of the day most children can secure an audience of one or more who will attend to what they say and respond in some manner. Should not the school make ex-



FREE ORAL EXPRESSION VS. THE SILENCE OF REPRESSION

tensive use of a procedure in language development which has proved so successful in the home? But does it do so?

Not long ago a little study was made of the time actually devoted to free oral expression in 116 first-grade rooms in eleven American cities.

In 39 cases there was *no* free oral expression.

In 32 cases from one-half-minute to five minutes was devoted to free conversation. That is, in nearly two-thirds of the cases five minutes or less in a day was devoted to free oral speech.

The pitifulness of the bondage of the children to silence, except as broken by formal recitation, is shown by the accompanying graphic chart, which pictures the situation where, during 19½ hours of observation, five minutes (or less than half of one per cent. of the time) was allowed for free expression. Just count those multitudinous spaces of restriction, and note the one little five-minute space for freedom down in the corner.

§2. TABLE-TALK OUR BEST OPPORTUNITY

In many modern families the longest consecutive time the members spend together is at the table. Especially in city homes, where dinner is eaten at night, the evening meal is the greatest social opportunity of the day. There is then an instinctive disposition to linger about the table, quite unlike the eager haste seen at breakfast or at lunch. Work is over for the day, everybody is tired, even the little ones who have done nothing but play. Father is ready for slippers and a comfortable chair; the children are ready and eager to recount the experiences of the day. This is the time when each should be cheered, rested, and also stimulated by just the right sort of conversation, just the right sort of amusement. But often the hours at this one meeting-place are wasted, or even worse, and instead of leaving happy memories, leave unpleasant ones.

Mealtime is a unique social and moral opportunity to children. "It is not the child of six who sits at the table and listens," says Colin A. Scott, "it is a human spirit, eager, curious, and wondering, surrounded by mysteries, willingly taking in what it does not understand to-day, but which will take possession of it next year and become a torch to light it on its way. It is through association with older people that these fructifying ideas come to the child; it is through such talk that he finds the world he is to possess."

Even parents can learn from the interchange of ideas. Socrates used to clear up the minds of young people by asking them apparently simple yet ingenious questions, but it has been suggested that he got his reward in clearing up his own mind by listening to their answers. The family table is a place where the wisest can learn and where the most foolish can sometimes teach. The old adage, "Children should be seen and not heard," ought to be amended. Children should be both seen and heard. Unless they are seen by, and see, wise people, how can they become wise, and unless they can be heard, how can they have their mistaken ideas properly corrected?

§3. THE POSSIBILITIES OF TABLE-TALK

"There is," says Scott, "no educational opportunity in the home more important than the talk at table. There are homes in which the very atmosphere makes for wide knowledge of life, for generous aims, for citizenship in the world, as well as in the locality in which the home stands. Teachers in schools and colleges find the widest differences in the range of information and the quality of intelligence of the boys and girls who come to them. . . . The fortunate children have grown up in association with men and women of general intelligence, have heard them talk and have lived among their books."

One of the most attractive forms of culture which comes from table-talk is the ability to talk well. Those who cannot talk are in the danger expressed by Lord Bacon's pungent phrase of "suffering their thoughts to pass in *smother*." In a household where there is some thoughtful conversation upon the topics of the day, upon the simpler facts of science, or upon the work that is being done by the children in school, good

minds are being developed. It is not, as we know so well, mere memorizing which constitutes the scholar. It is solitary rumination and social intercourse. The latter is just as important as the former. There is no better place for such intercourse than about the home table, where the earnest endeavors of even the youngest to enrich the conversation are received with kindliness, and where constant practice in expressing thought is bound to be helpful.

§4. SUCH TALK SHOULD BE LARGE AND CHEERFUL

There should always be a certain largeness about the family conversation. Professor Mahaffy reminds us that "the weather is almost invariably the first pawn to be moved. This method of opening the game seems, however, so stale that every sensible person should have some paradox or heresy ready, whereby he may break through this idle skirmishing and make the people about him begin to think as soon as possible." Largeness implies, too, the avoidance of remarks and comment upon food, so constant a habit in many homes. It also implies the avoidance of personalities on the part of either children or parents, in telling tales about teachers, fellow-pupils, neighbors, or of quarrels or disagreeable contact with friends. It implies the avoidance of any unkind or thoughtless remarks about anybody.

Another ideal for table-talk is cheerfulness. Father's business troubles, details of which can have no general interest, and only indicate selfish absorption on his part, have no place at table; but the interesting and amusing incidents of the day have an important place. Mother's household worries and cares, the petty details of work and troublesomeness of children, are not to be brought to the common meal. Remarks at table about personal faults or peculiarities of those present are to be avoided. It is a good general rule that nobody is ever to be pointed out or scolded at table and that disagreeable decisions, especially as regards the pleasures of the evening, are never to be made or announced at that time.

§5. CUSTOMS INAUGURATED IN VARIOUS HOMES

In a certain American home, described by a writer in the *Mother's Magazine*, a pleasant custom was inaugurated by the parents while the children were young. Said the mother to them:

"A day started right is good until night. Now to breakfast hereafter every one must bring a happy thought, and after grace is said, and before eating, repeat it."

"Will you bring a happy thought, Mamma?"

"Certainly."

"And Papa?"

"Of course he will."

The children took to the idea with great glee. Their "happy" thoughts would be something to talk about, and then there was always the anticipation of what Father and Mother would have to say.

The same writer tells of an English family that has always begun each meal with a song. "I have gone to that table in a very depressed mood, and when the song was ended I have had my entire view of things changed. In this family, the children, young and grown, are remarkably cheerful. They have an optimistic way of looking at things, and I attribute much of this to the cheer that is kept uppermost at the table, from the beginning of the song to the end of the last dish."

Children are naturally self-centered. Their rehearsals of the annals of the day are often tiresome to their elders. It is desirable, however, in order to retain their confidence and to develop their interest in one another, that each should be given his turn at such rehearsal. The table where this is the only line of conversation is a dreary one, and the mother or father who will lift the eyes of the children to a wider horizon, after they have recounted their individual doings, is not only making everybody happy, but is wisely educating all.

§6. SUGGESTIONS TOWARD MATERIAL FOR CONVERSATION IN FAMILIES WITH CHILDREN

In some families it has seemed wise to go so far as to adopt a weekly program for conversation, to arrange either that the talk should be led in turn on successive mornings or evenings by different members of the family, or that definite topics which individuals have asked for should be taken up in turn. The suggestions that follow are, as to possibilities in the range of topics, to be brought to the attention of a family where there are children.

§7. THINGS SEEN—CHILDREN MAY LEARN HOW TO OBSERVE AND HOW TO RELATE

"There is," says Charles Dudley Warner, "no entertainment so full of quiet pleasure as hearing a lady of cultivation and refinement relate

her day's experiences in her daily round of calls, charitable visits, shopping, errands of relief, and calls of condolence. I do not mean gossip by any means, or scandal. A woman of culture skims over that like a bird, never touching it with the tip of a wing. What she brings home is the freshness and brightness of life. She touches everything so daintily, she hits off a character in a sentence, she gives the pith of a dialogue without tediousness, she mimics without vulgarity; her narrative sparkles, but it does not sting. The picture of her day is full of vivacity, and it gives new value and freshness to common things."

The experiences which are brought home by the father may be even more unusual and interesting. The children also have their fresh angle upon life and soon learn to imitate their parents in habits of observation, of humorous relation, and of acute detail. In riding or walking in the streets of town or city, some of the themes which the day's observations suggest are these: Many incidents of people coming and going, pretty hats and dresses, interesting conversation, curious characters, foreigners, or distinguished people. Looking in shop windows, one sees the artistic arrangements and the new fashions. In the market, mother notices the fresh vegetables and fruits, their beauty of color, and the facts about them as told by the grocer or marketman. Father, in the office, has had a letter with a foreign postmark; in the shop he has received a new invoice of goods from a foreign country; in the factory, he has installed a wonderful new machine, or has seen a fine piece of handwork turned out. The occasional glimpse at a swift airplane or dirigible balloon, with its marvelous mechanism, opens up a wide field for intelligent conversation and speculation. In the country or the parks there are the interesting things about Nature: the migration of birds, the blooming of flowers, indications of the change of the seasons, or such special features as birds' nests, the anthills, the habits of birds or animals. Comment upon a single incident in nature often leads to watching and to special reports from time to time.

§8. SAMPLE QUESTIONS TO STIMULATE OBSERVATION AND THOUGHT

It is a good idea to fling forth a question suggested by something that has been seen and leave it with the children to think of or look up, referring to it again a day or two later. The following sample questions immediately suggest to the reader the item of observation which called them forth:

Which is the largest star you can see to-night?

Why are two stars in the Dipper called pointers?

What color are crows' eggs?

What use are crows to farmers?

How does a dog know a stranger?

What are some of the pets kept by sailors in our navy?

Does a bird ever sail with his tail toward the wind?

How can you tell an oak tree?

Why is salt water not good for plants?

What makes us sneeze?

What is the benefit of holes in the young bark of a tree?

Why does a duck never get wet?

Another class of questions may be propounded which have no direct connection with immediate observation, but which are thought-starters. They include such as these:

What makes a bee hum?

Does a tadpole know he will lose his tail?

Where are the frog's ears?

How did a pig nearly cause a war?

How did we come to use an umbrella?

Why will a rug smother a fire?

What should you do in case of fire at our house?

How do West Point cadets do honor to the flag?

§9. PEOPLE MET—DEVELOPING HABITS, HELPFULNESS AND HUMANITY

Often in his business relations a father meets people who have something of interest to offer in the exchange of ideas; people of different nationalities; people from different parts of our own country; persons who reveal curious phases of their own history. To cultivate this sort of genial intercourse with the folks one passes by is to awaken a steady interest in people and to develop a habit of kindly helpfulness in growing boys and girls which makes for a large humanity in later years. This, too, will awaken a general interest in community life—policemen, motormen, street-cleaners, men at the railroad crossings, girls behind the counter. Often one runs across bits of rare experience and sees the picturesque background of these lives. The ability to draw out such bits of human life and to relate them give one a rich fund for thought and conversation.

§10. SAMPLE TREATMENT OF AN INTERESTING SUBJECT

One subject that is fascinating to children of all ages is that of transportation. They like

things that "go" and they like to go themselves. While young children are not yet interested in the mechanics or economics of transportation, there are many simpler facts that are most engrossing to children of primary years.

Take such questions as these:

What are some of the things transported in our town?

(Food, clothing, materials for shelter, tools, people, etc.)

Why are they being carried about?

What kinds of power are used to carry them?

(Mules, horses, oxen, men, electricity, gasoline, etc.)

What kinds of wagons are used?

(Carts, trucks, wheelbarrows, bicycles, etc.)

§11. GAMES PLAYED AT TABLE

It is often a pleasant diversion for people to play games at table, especially toward the close of the meal. The game of "Twenty Questions" is familiar and good. Telling a story in sections, demanding that the next take it up where the first left off, and so continuing in turn, is good exercise. Guessing games, describing some familiar or famous event or scene, are instructive. Guessing riddles or conundrums is a fine diversion and sharpens wits. An original game was invented by one motherly soul to teach children good manners and to avoid the nagging habit of incessantly calling attention to the lapses of others during the meal. After dinner was over, a short time was given occasionally during which each one in turn was allowed to imitate any wrong table-manners he had observed in someone else at the table, and then the guessing to whom the fault belonged was done by the others. The caricature of one's behavior made much fun and a deep impression, and at the same time took all the sting of personal rebuke out of the situation.

§12. SOME RESULTS OF HAPPY MEALTIME

Such a mealtime, at morning or at noon, sends the family out separately with merry, loving faces to meet the burdens or responsibilities of the rest of the day. If it comes at the close of the day it leads to a pleasant evening. Children who enjoy such fellowship are not likely to be strongly attracted away from home at night. Even when the members of the family are obliged to be apart, they will be together in spirit. They are creating happy memories which will always hold them together. The problem of discipline in such households will never be a difficult one, for sympathy is thus continually being reëstablished. The children of such households grow up alert, interesting, and interested, to live lives full of intelligence and charm. Truly, upon such tables shine the high lights, and at such boards is perpetually broken the Bread of Life.

SCHOOL WORK IN GRAMMAR

By the Hon. E. W. Butterfield

Great emphasis should be placed on English as an inherent and inseparable part of every school activity. This applies to the activities of the playground as well as to the exercises of the classroom.

The primary consideration is to allow children to express themselves. Children are naturally extremely "expressive." By formalizing the atmosphere of the schoolroom and requiring children to cast their thoughts in predetermined forms, the school does more harm than good. For the first three years, especially, oral expression is much more important than written expression, and oral expression throughout the public school system should be given precedence over written expression.

Children should be encouraged to tell of things in and out of school which interest them—happenings at home, stories of their pets, explanation of the mechanism of their toys, visits to the farm, city, park, circus, or museum. Pains should be taken from the start to fix the habits of orderly arrangement and sequence in the narration of events. Reproduction and dramatization of stories read or told by the teacher or read by the pupils during the "reading" period contribute to training in expression.

In the elementary grades, children should be able to describe, narrate or discuss orally the subjects about which they are to write. Special attention should be paid to the choice of topics. Only those should be offered in which the children are interested and about which they have something to say.

§2. LITERATURE

From their first day in school, children should begin to lay the foundations for an interest in history and literature. In the telling of stories, the teacher should keep this end constantly in view. The habit of consulting books for information and of employing them as a means of making a profitable use of one's leisure time should be consciously developed.

Choice selections of prose and poetry should be memorized. Each year those learned in earlier grades should be frequently reviewed so that at the end of the sixth grade the children's minds may be stored with some of the treasures of the English language.

§3. GRAMMAR

An interest in choice of words and forms of expression should be cultivated from the beginning of the first grade. This means the kind, but persistent, correction of faulty speech habits, with much drill on correct forms.

Grammar must be regarded as a means, not an end. The practical application of its principles to the child's immediate use in oral and written work needs constantly to be emphasized and constantly kept in mind. Instead of using a piece of literature merely as a source of examples of different kinds of sentences, phrases, clauses, and of the eight parts of speech, the pupils should be led to feel the effect produced by the author through the use of various forms of expression. In other words, grammar should be made a tool for every-day use rather than a school subject about which certain facts are also to be learned.

While the main emphasis should be placed on functional grammar, the work should be so systematized that each grade shall hold itself responsible for certain technical points of language construction.

ENGLISH IN THE HIGH SCHOOL

By James Fleming Hosic, Ph.D.

Stated broadly, it should be the purpose of every English teacher, first, to quicken the spirit and kindle the imagination of his pupils, open up to them the potential significance and beauty of life, and develop habits of weighing and judging human conduct and of turning to books for entertainment, instruction, and inspiration as the hours of leisure may permit; second, to supply the pupils with an effective tool of thought and of expression for use in their public and private life, i.e., the best command of language which, under the circumstances, can be given them.

The particular results to be sought in the English course may be more definitely outlined as follows:

I. In general, the immediate aim of high-school English is twofold:

(*a*) To give the pupils command of the art of communication in speech and in writing.

(*b*) To teach them to read thoughtfully and with appreciation, to form in them a taste for good reading, and to teach them how to find books that are worth while.

These two aims are fundamental; they must be kept in mind in planning the whole course and applied in the teaching of every year.

II. Expression in speech includes:

(*a*) Ability to answer clearly, briefly, and exactly a question on which one has the necessary information.

(*b*) Ability to collect and organize material for oral discourse on subjects of common interest.

(*c*) Ability to present with dignity and effectiveness to a class, club, or other group material already organized.

(*d*) Ability to join in an informal discussion, contributing one's share of information or opinion, without wandering from the point and without discourtesy to others.

(*e*) For those who have, or hope to develop, qualities of leadership, ability, after suitable preparation and practice, to address an audience or conduct a public meeting with proper dignity and formality, but without stiffness or embarrassment.

(*f*) Ability to read aloud in such a way as to convey to the hearers the writer's thought and spirit and to interest them in the matter presented.

III. Expression in writing includes:

(*a*) Ability to write a courteous letter according to the forms in general use and of the degree of formality or informality appropriate to the occasion.

(*b*) Ability to compose on the first draft a clear and readable paragraph, or series of paragraphs, on familiar subject matter, with due observance of unity and order and with some specific detail.

(*c*) Ability to analyze and present in outline form the gist of a lecture or piece of literature and to write an expansion of such an outline.

(*d*) Ability, with due time for study and preparation, to plan and work out a clear, well-ordered, and interesting report of some length upon one's special interests—literary, scientific, commercial, or what not.

(*e*) For those who have literary tastes or ambitions, ability to write a short story, or other bit of imaginative composition, with some vigor and personality of style and in proper form to be submitted for publication, and to arrange suitable stories in form for dramatic presentation.

IV. Knowledge of books and power to read them thoughtfully and with appreciation includes:

(*a*) Ability to find pleasure in reading books by the better authors, both standard and contemporary, with an increasing knowledge of such books and increasing ability to distinguish what is really good from what is trivial and weak.

(*b*) Knowledge of a few of the greatest authors, their lives, their chief works, and the reasons for their importance in their own age and in ours.

(*c*) Understanding of the leading features in structure and style of the main literary types, such as novels, dramas, essays, lyric poems.

(*d*) Skill in the following three kinds of reading and knowledge of when to use each:

(1) Cursory reading, to cover a great deal of ground, getting quickly at essentials.

(2) Careful reading, to master the book, with exact understanding of its meaning and implications.

(3) Consultation, to trace quickly and accurately a particular fact by means of indexes, guides, and reference books.

(*e*) The habit of weighing, line by line, passages of especial significance, while reading other parts of the book but once.

(*f*) The power to enter imaginatively into the thought of an author, interpreting his meaning in the light of one's own experience, and to show, perhaps by selecting passages and reading them aloud, that the book is a source of intellectual enjoyment.

V. The kinds of skill enumerated above are taught for three fundamental reasons:

(*a*) Cultural. To open to the pupil new and higher forms of pleasure.

(*b*) Vocational. To fit the student for the highest success in his chosen calling.

(*c*) Social and ethical. To present to the student noble ideals, aid in the formation of his character, and make him more efficient and actively interested in his relations with and service to others in the community and in the Nation.

READING AND STORY-TELLING

THE BABY'S STORY-HOUR

By Mary Adair

It may seem unnecessary, in these days of intensive education, to stress the baby's babblings as of extreme importance to the race, or to give a word of warning to the eager world that "Art is long," and that it is the littlest child, who says nothing about it, who is the first victim of the high cost of superior education.

The modern scientific mother feeds carefully her baby's body, then weighs and measures for results but strangely enough she attempts to weigh and measure his intellectual and spiritual gain, or in other words his *human* growth, without remembering that the feeding must antedate the testing.

The race-mother, perhaps because she was such a child herself, babbled her sing-song to the baby, and took, in Nature's own way, the path to soul-culture. The modern mother slights the original plan, apparently supposing that her child will be a new biological path-breaker and leap lightly through time, landing safely upon the First-Grade Reader and Hans Christian Andersen. So it happens that we have a generation of young people who know not Joseph or Daniel, who might scoff at the "handwriting upon the wall," who sit in smothering swarms to see others play or sing, but have little art of play or song for themselves.

Sir J. A. Thompson, who is credited with the latest word in biology, says: "For various reasons biologists take a strange interest in the play of animals, and of children. . . . Play is no mere safety-valve for overflowing animal spirits, it is a rehearsal without responsibilities of some essential activities of adult life—but it is more, it affords scope and stimulus for variation. *The playing organisms are the most educable.*"

For the first education of the baby through stories, three types are useful. These are *The Croon, Body-Stories,* and *Egoistic Stories.* For the beginnings of story and of story-telling, one had need to rub a lamp or question the Sphinx. So elemental is the first story that it seems only a voice, a deep calling unto deep; as people who pass give the sign, and the countersign is given in return, so mother and child call to and answer each other.

Brooding motherhood sings *The Croon* as the earliest story, the embryo of literature so to speak. It is the unutterable made vocal, the age-long story of love that slumbers not nor sleeps. To be sure, it happens that in the present oversophisticated moment mothers do not croon to their babies, but happily the lapse is only for a moment; presently Nature will bestir herself and some dear old "bye bye" will come to life again. Mother Goose is a wise old bird; she will know what's what, and when's when, for no doubt Nature senses the psychological moment better than we think.

§2. THE CROON

The croon of my babyhood was a weird one enough:

> "Hush ye, hush ye, little pet ye—
> The Black Douglas will nae get ye,"

but still across the span of time I hear it now as saying only, "My darling, my darling, you are a precious jewel in a golden casket within a fortified castle surrounded by a moat across which no evil may pass. So sleep, my little one."

Wherever she learned it, the Southern Mammy is the star performer in this first "story hour." An ancient croon is illustrated in one of the present popular songs, "The Alabama Lullaby":

> "Little Pickaninny, close yo' eyes an' go to sleep,
> Moon am swingin' low and spooky shadows gin to creep."

Miss Emma Delancy, also Miss Lucine Finch, have, each in her own way, made the Southern croon famous.

§3. BODY-STORIES

After the croon—what? The baby would say, "Oh, some story with movement and human touch,

as well as sing-song." Therefore, *Body-Stories* seem to be the logical form. These are played as they are rhymed, and may be grouped into whole-body plays, riding-plays, knee-plays, foot-plays, face-plays, ear-plays, nose-plays, hand-and-finger plays.

The first of the whole-body plays is the burrowing game, in which a gentle hand or maybe a head fumbles about in the pit of baby's stomach and a growly voice says "Boo-oo," or

"See the little mousie creeping up the stair,
Looking for a warm nest—there, oh, there!"

In this game the climax occurs with the fumbling in the hollow of baby's neck. These stories always demand an encore.

§4. RIDING-GAMES

THE THRILL enters at this stage. Well-known games are: "Ride a Cock-Horse," etc., from Mother Goose.

"The baby goes riding away and away,
Goes riding to hear what the dog has to say," etc.
—From "Father and Baby Plays" by Emilie Poulsson.

"All the pretty little horses,
Black and brown and gray and white and bay,
All the pretty little horses
You shall see some day, some day,"

or

"Gallop and gallop and gallop away,
See how my baby can gallop to-day."

§5. KNEE-GAMES

"What do I see? Baby's knee—
Tickily, tickily, tic, tac, tee;
One for a penny, two for a pound,
Tickily, tickily, round and round."
"One, two, three, away goes she,
Sliding down father's knee."

§6. FOOT-PLAYS

"Up, down—up, down,
One foot up and one foot down,
All the way to London town,
Tra la la la la la."—*Mother Goose.*

"Shoe the old horse and shoe the old mare,
But let the little colt go bare. Rap-a-tap."
-Mother Goose.

"Blacksmith, Blacksmith, fellow fine,
Can ye shoe this horse o' mine?" etc.
—Mother Goose.

"Pitty, Patty, Polt,
Shoe the wild colt,
Here a nail, there a nail—
Pitty, Patty, Polt."—*Mother Goose.*

"Kick about, kick about, farmer's man,
Thresh the corn as fast as you can;
Kick it and stick it and pick it with glee,
And put in the barn for Tommy and me."
—Adapted from "Pat a Cake."

§7. EAR-GAME

"What's here?
Baby's ear.
Click-clack,
Put it back."

§8. NOSE-GAME

"What's here? Baby's nose.
Click, clack, on it goes."
(*Making believe to take off and hastily to put it on again.*)

§9. HAND-AND-FINGER STORIES

THESE are so numerous, it is only necessary to suggest the types. Other contributors have discussed these.

"Pat a cake, Pat a cake," etc.
—Mother Goose.

"This little pig went to market."
—Mother Goose.

"Thumbkin, Pointer, Middleman big,
Sillyman, Weeman, rig-a-jig-jig."

"This is mother, this is father, this is brother tall,
This is sister, gay and happy, this the baby small."

"Here's my Father's knives and forks,
Here's my Mother's table,
Here's my Sister's looking-glass,
And here's the baby's cradle."

"Here is the church, and here is the steeple,
Open the door and see all the people."

"Thicken man build the barn,
Thinnen man spool the yarn,
Longen man stir the brew,
Gowden man made a shoe,
Littlen man all for you."
—Old Norse Game.

§10. FACE-PLAYS

(*Indicating the parts by a light touch*)

1. "Knock at the door, peep in,
Lift up the latch and walk in."

2. "Here sits the Lord Mayor," etc.
—*Mother Goose.*

3. "Forehead, eyes, nose, mouth,
Dearest baby, North or South."
—*Emilie Poulsson.*

These may be continued indefinitely as to sources, developing later into cat's-cradle play and object-stories.

§11. EGOISTIC STORIES

There is a third group of baby stories of great educational importance. These are usually in prose-form and frequently incidental, the chief educational value being the emphasis upon a child's interest in himself, his name, his possessions, his comings and goings, etc.

"Click-clack, click-clack,
Off we go on horse's back.
Ride and ride a mile or more
Till we come to Grandma's door.
Whoa! now, Dobbin, dear,
Grandma, see who's here."
—*Emilie Poulsson.*

In "Child-Stories and Rhymes" Miss Poulsson has stories of baby's spoon, baby's pillow, and other endless possessions.

An adaptation from Tagore's "Crescent Moon" gives charming illustrations of egoistic tales. One represents the child talking—he says: "Mother, you are riding in your palanquin and I am riding beside you on my red horse (his toy-horse). You will not be afraid, Mother; I will take care of you," etc.

These tales represent the germinal form of the biographical-autobiographical and personal-history-tales of great persons in great literature; hence their importance and the responsibility of mothers to understand the significance of beginnings.

THE USE OF MOTHER GOOSE

"No, no, my melodies will never die,
While nurses sing or babies cry."

Mother Goose was the first musical comedy. When you ask yourself why children in all ages and many lands have enjoyed these infantile rhymes, there seems to be no better reason than that given by Joseph Lee: "We like it because we are tuned to like it."

But who is Mother Goose? Since the higher criticism has destroyed the legend of an English Mrs. Vergoose or a French Mère L'Oye or even a real Mother Goose who used to sing these rhymes to her grandchildren, we have to acknowledge that this nursery classic does not trace its origin to any individual author.

What, then, is Mother Goose? A Mother Goose rhyme is a short verse with a rhythmical beat that almost, or quite, makes sense. The verses of William Blake do not belong to the Mother Goose category, because they are too sophisticated; neither do those of Robert Louis Stevenson, because they are too beautiful.

§2. THEY SATISFY THE INSTINCT OF RHYTHM

The strength of Mother Goose is that her rhymes are rhythmical. The baby's ga-a, ga-a is rhythmical and so is even his kicking. The sound is more important than the sense. Such rhymes as "Heigh diddle, diddle," "See-saw, Margery-Daw," and "Ding-dong bell," so Joseph Lee says, "give the children the freedom of the world of rhythm, teach him the first paces of the mind, the varying gaits of thought and action—to understand, with Touchstone, who time ambles withal, who time trots withal, and who he gallops withal, and how it feels to have him do it."

These rhymes are accompanied by action. "Pat a cake" combines rhythm—the rhythm of sound—and the action of patting together the baby hands; "Swing, swong, the days are long" is a melody to which little children are tossed up and down upon the parental knee. Through action-plays the child enjoys the imaginary adventure of being chased, of traveling, or of falling. He feels as deeply as is possible all that these little melodramas enact.

§3. RHYTHMS RUN INTO ACTION

There is almost no limit to the dramatic possibilities of Mother Goose and almost every rhyme suggests possibilities for action:

"Pitty, Patty, Polt,
Shoe the wild colt,
Here a nail, and there a nail—
Pitty, Patty, Polt."

is used while the baby is being dressed.

"One, two,
Buckle my shoe,"

for the same occasion, is also serviceable to count by. "Here we go 'round the mulberry bush," is excellent for running,

"Dance to your daddy,
My little babby,"

is the earliest known encouragement to solo-dancing. "Pease Porridge Hot" and "Dance, Thumbkin, Dance," are excellent finger-plays.

"A farmer went trotting upon his gray mare,
Bumpety, bumpety, bump,"

is an enticing combination of action and humor, while "Diddle, diddle, dumpling, my son John," is an excellent soporific.

These action-plays pass insensibly into counting-out rhymes.

§4. RHYMES THAT PLEASE THE SENSES

Little children are very fond of stories that involve sense-impressions. They like tales about houses built of ginger-bread and rivers that run with milk. Mother Goose has such a lyric that appeals to the sense of taste—it is about Queen Pippin's hotel:

"The walls were of sugar, as white as the snow,
And jujube windows were placed in a row;
The columns were candy, and all very tall,
And a roof of choice cakes was spread over all."

Similarly the children enjoy rhymes that appeal to the sense of sound, particularly those that are imitative of the familiar animals, such as "Bow, wow, wow," and

"The girl in the lane that can't speak plain,
Cried, Gobble, gobble, gobble."

§5. WHAT THE BABY'S SENSE OF HUMOR IS LIKE

This leads us to say that a baby's sense of humor always has a physical quality. This may consist merely of an amazing conglomeration of sounds, such as the familiar quotation:

"With a rowley, powley, gammon and spinach,
Heigho, says Anthony Rowley."

Such humor may be expressed in vigorous rhyme, as the following:

"As I was going up and down,
I met a little dandy,
He pulled my nose, and with two blows
I knocked him down right handy."

Or, it may consist simply of such an incident as the following:

"Said my mother to your mother,
It's a chop-a-nose day,"

which is followed of course immediately by the appropriate action.

A calmer kind of humor is expressed in the following pleasant adventure:

"Little Tommy Grace had a pain in his face,
So bad that he could not learn a letter;
When in came Dicky Long, singing such a funny song,
Then Tommy laughed, and found his face much better."

§6. THE FIRST ANIMAL-STORIES

Children like action-stories of animal-adventure long before they are old enough for Uncle Remus, such as

"Dog! dog! bite pig;
Piggy won't go over the stile;
And I shan't get home to-night."

Or, again, the fox who went out in hungry plight, closing with the *dénouement* so satisfactory to the children:

"And the little ones picked the bones, O."

§7. GRANDMOTHER-STORIES

The other kind of adventure-story familiar to Mother Goose is, strange to say, concerned with old people. The predominance of old women in these stories can be explained only, I suppose, by the loving presence of so many grandmothers who assist in carrying down these nursery traditions from generation to generation. There is Old Mother Hubbard, the Old Woman who lived in a shoe, the Old Woman who was tossed up in a basket, the Old Woman who had her skirts cut off up to her back, and Old King Cole.

In fact, all the people in Mother Goose were either very old or very young. Aside from the

elderly individuals whom you chance to remember, we have Little Miss Muffet, Little Polly Flinders, Little Boy Blue, Little Johnnie Green, Jack Horner, Little Tommy Tucker, and Simple Simon. These little folk are much more real to our nursery comrades than Washington, Lincoln, and Roosevelt, and are twice as familiar as Moses, Solomon, David, and Paul.

§8. THE UNMORALITY OF MOTHER GOOSE

I SUPPOSE one of the reasons why little children enjoy Mother Goose is because these are stories without a moral; they are, as children themselves are said to be, unmoral, rather than immoral. Aside from the occasional savagery, the tone is usually that of pleasantness:

"What are little girls made of?
Sugar and spice and all that's nice!"

"And why may not I love Johnny,
And why may not Johnny love me?
And why may not I love Johnny
As well as another body?"

"'Coo!' said the little doves,
'Coo!' said she;
And they played together kindly
In the dark pine tree."

There is occasionally a moral situation, like the story of the kittens who

"First began to quarrel, and then to fight"

with the sequel:

"They found it was better, that stormy night,
To lie down to sleep than to quarrel and fight."

§9. THE GRADED USE OF MOTHER GOOSE

THE GOLDEN age for the use of Mother Goose rhymes is for the years from one to six. These rhymes are useful to babies because they indulge their sense of rhythm, give them exciting experiences at second-hand, and open to them the gates of story. They are useful to the older ones because they may be employed in their singing games, their counting-out games, and their games of running and chasing.

LITERATURE FOR KINDERGARTEN CHILDREN *

STORIES and rhymes are the literature, the art of language, for children of kindergarten age. To appreciate good literature means to enjoy one of the highest products of civilization, a product which is the result of the high development of capacities which raise man above the brute—imagination and verbal expression.

§2. GENERAL AIMS

To give pleasure, and in giving pleasure to develop appreciation of good literature.

To rouse the imagination and the desire to create through verbal form or through dramatic representation.

§3. SPECIFIC AIMS

To develop control of verbal expression by supplying a choice vocabulary and by giving a model of art-form.

To suggest lines of action which will appeal to the child and which he will produce dramatically, carrying his imagination over into situations which he has not actually experienced.

To promote high ideals: 1. Through stories of humorous situations. The lower orders of man enjoy unusual situations, even if these bring discomfort to another. The ideal humor provokes laughter by harmless surprise.

2. Through stories which interpret a child's experience. The significant in the child's own experience can be isolated and emphasized or shown in its proper relations by means of a story.

3. Through stories of moral purpose which give models for ways of acting. The moral should never be stated; if it is not indicated obviously enough for the child to interpret for himself, the story is weak.

§4. SUBJECT-MATTER

THE REAL subject-matter of a story is the attitude toward the world which is emphasized by the activity of the characters in the story; it is the emotional response evoked in the listener. Stories may relate very directly to the mood which is to be roused. "The Night Before Christmas" will be told at Christmas-time, because it is the interpretation of this experience given in literary form. "The Old Woman and Her Pig" typifies the idea of sequence, and should be told when the

*From a special report made to the International Kindergarten Association by its Committee on Subject Matter and Method.

children are engaged in activities which may exemplify the idea of interdependence.

Stories for older children may be classified as myths, hero-tales, fables, fairy-tales, humorous and interpretative stories. There are only a few stories for children of kindergarten age that can be placed under the first three headings. A simple myth which may be told is that of "Little Red Riding Hood." The stories that serve the same purpose as the hero-tales are simple interpretative stories of good children. In only a few of the well-known fables is the meaning evident enough to make them interesting at this age; such are "The Hare and the Tortoise," "The North Wind and the Sun," and "The Lion and the Mouse."

Most of the stories told in the kindergarten may be classified under the last three headings—fairy-tales, humorous stories, and interpretative stories. The best fairy-stories should be told often. The child realizes the irresponsibility, the unreality of the characters, and he enjoys the play of the unhampered imagination. He does not take the characters as models upon which to base his ideals of right and wrong.

The humorous story generally gains its distinctive character by the unusual response of some person in a familiar situation, or perhaps by the change of tone of the story-teller. It should never involve appreciable discomfort to any one; in the "Gingerbread Boy" the predicament creates humor, because it is the little man himself who calls out, "I'm all gone!" Such stories should never be adapted to convey an ethical meaning; they are intended for pure humor.

In the stories that deal with situations of everyday life, there should be no subtle, ethical complication, but an evident struggle of right and wrong with the right always triumphant.

The story which is told for the evident purpose of instruction has small place in any curriculum.

Stories should occasionally be read to the children. A story-teller's dramatic manner aids in holding the child's attention, but sometimes his attention should be centered directly upon the story itself. At such times the story should be read, as the personality of the reader is not felt as much as that of a story-teller. Stories that depend for much of their attraction on their peculiar phrasing can be chosen for reading, and are good for this purpose.

§5. CHOICE OF LANGUAGE

The language used in telling a story should be suitable to the theme of the story. The fable should be given in concise, terse language, the fairy-tale in beautiful, flowing language. For children of kindergarten age there should be little descriptive detail; the action should be rapid. Repetition of rhythmical phrases is much enjoyed at this time.

§6. GOOD FORM

Stories should have a definite plot, with introduction, complication, climax, and ending. The principal characters should stand out distinctly and all the rest be merely a setting. Little children enjoy particularly the repetition of a plot showing the principal characters in contrast, as in "Little One Eye, Two Eyes, and Three Eyes."

§7. METHODS IN STORY-TELLING

The number of stories told will depend upon the development of the children. As a general rule, some story should be given every day, but the well-known and well-loved "best literature" stories should be repeated until the children can correct if one word is misplaced. In this way the stories are absorbed and made a vital part of the child's life, of his imagination, and his expression.

Children should be encouraged to retell the simpler stories and to reproduce others dramatically. If the children do not readily recall a story, it is better to retell it than to drag the details from the children.

Children should be encouraged to tell original stories. These may be very crude, but power to control imaginative thought and give it verbal expression comes gradually through exercise. Interpretation of pictures helps the child to develop creative power in story-telling. The following was told by a boy of four, about Millet's picture entitled "First Step":

Once there was a papa, and mamma, and a baby. The papa worked all day, and by and by mamma said, "Papa's coming." Papa took baby up, and they went in the house and had dinner.

This simple tale follows the laws of good literary form.

Illustrations, preferably in paper-cutting, may be made by the children for the stories, songs, and rhymes. If these are bound together in book-form, the children will repeat the song or story to the family.

A story-teller's manner has much to do with the interest of the story. One who expects to impress her hearers must believe that the story is worth telling, that she is giving the highest and best of the world's thought, and that it can be

imparted in no other way. She must believe that she can tell it so that the listeners will get the full value of the story. She must know the story well, not just memorize the words, but visualize it clearly. She must know why she tells it, must know the main point and how to emphasize it. She must feel and enjoy the story so much that she will be expressive in tone, face, and manner.

"My mother has the prettiest tricks
Of words and words and words.
Her talk comes out as smooth and sleek
As breasts of singing birds.

"She shapes her speech all silver fine,
Because she loves it so;
And her own eyes begin to shine
To hear her stories grow.

"And if she goes to make a call,
Or out to take a walk,
We leave our work when she returns
And run to hear her talk.

"We had not dreamed that things were so
Of sorrow or of mirth.
Her speech is as a thousand eyes,
Through which we see the earth."

—Anna Hempstead Branch

The full value of stories and story-telling is lost when these faults are committed: Telling a story in a weak, rambling form; telling so many stories that none of them is remembered; telling so few that a taste for them is not formed; telling stories that connect with the topic of the program instead of those that relate to the need and development of the child; telling too many on the plane of everyday experience; telling stories that are adapted to older children.

§8. ATTAINMENTS TO BE EXPECTED OF THE CHILDREN

Appreciation of a good short story.

Ability to retell several stories, giving principal incidents in correct sequence.

Ability to create a simple, imaginative story.

Ability to reproduce dramatically several short stories.

§9. POEMS AND RHYMES

Mother Goose rhymes are good poetry for little children. Each one arouses the emotional reaction to some typical situation. Children who are not familiar with Mother Goose should be given many of these rhymes.

Phrases, rhymes, stanzas, and poems which are descriptive of situations and which reveal moods should be given to the children to interpret their experiences. The difficulty and length of these will depend upon the development of the children. Longer poems should be read to the children.

FIFTY BEST KINDERGARTEN AND PRIMARY STORIES

This list was compiled by the Literature Committee of the International Kindergarten Union. Forty-four of the secular stories are found in the volumes of the Bookshelf, and the stories from the Bible are in the companion volume, The Bible Story.

§2. KINDERGARTEN STORIES

The Cat and the Mouse.
Henny Penny.
The Elves and the Shoemaker.
The Fox and the Little Red Hen.
The Goats in the Rye Field.
Little Black Sambo.
The Little Red Hen and the Grain of Wheat.
Oeyvind and Marit.
The Old Woman and Her Pig.
Gingerbread Boy.
Scrapefoot.
Three Billy Goats Gruff.
The Three Pigs.
Thumbelina.
Travels of a Fox.
Wee Robin's Christmas Song.
Stories from the Bible:
  Birth of Christ.
  Boy Samuel.
  Moses in Bulrushes.

§3. STORIES FOR FIRST GRADE

Brementown Musicians.
Cinderella.
Doll in the Grass.
Fisherman and His Wife.
The Fire-bringer.
Fulfilled.
The Hare and the Hedgehog.
Hashnu, the Stone Cutter.

The Lad Who Went to the North Wind.
The Sheep and Pig Who Set Up Housekeeping.
The Straw Ox.
Taper Tom.
Town Rat and Country Rat.
The Wonderful Iron Pot.
Viggo and Beate.
The Doll Under the Briar Rosebush.
The Floating Island.
Stories from the Bible:
Birth of Christ.
Daniel in the Lion's Den.
David and Goliath.

§4. STORIES FOR SECOND GRADE

Boots and His Brothers.
Sleeping Beauty.
Hansel and Grethel.
The Flying Ship.
The Jackal and the Camel.
King Midas.
Line of Golden Light.
Princess on the Glass Hill.
Saint Christopher.
Scar-face.
Tar Baby.
The Tigers, the Brahman, and the Jackal.
Viggo and Beate.
Allarm.
The Black Pond.
Hans, the Old Soldier.
Bingo.
Johnny Bear.
Raggylug.
Stories from the Bible:
Birth of Christ
Gideon, the Warrior.
Joseph and His Brothers.
The Parable of the Good Samaritan.
The Parable of the Prodigal Son.

HOW TO TELL STORIES

By Mary L. Read

For the person who "can not tell a story," as for the person who "can not swim," there is one essential: forget *yourself* and plunge in, and practice until you have gained confidence.

1. Tell something in which you and the children are interested, and keep at it repeatedly until you feel at ease.

2. Recall stories that interested you at that age.

3. Tell stories the children themselves ask for, refreshing your memory by reading up a standard version, or by asking the children to tell it to you.

4. Study Mother Goose, Æsop, and Bible stories as models of the best story-telling.

5. Live the story as you tell it—see it as pictured in your own mind. Tell it so vividly that the children can play it out afterward.

6. Use direct speech in telling conversation.

7. Make your picture vivid by a few descriptive words, especially of colors and sounds; increase your vocabulary of adjectives.

8. Beware of making it too long, especially for very little people.

9. Use perhaps a very few natural gestures, but do not try to act it out. Children have not the mental ability to hear narrative and see action at the same time.

10. Children love the same story repeated, and they want it told *the same way,* in order to see the same pictures; therefore, have your story clear in your mind the first time you tell it.

11. If you are telling a classic or standard story, respect it as it is, just as honestly as you would an historic or scientific fact. If you do not wish to tell it that way, don't tell it at all, and don't tinker it.

12. Do not try to memorize a story, except possibly the conversations.

13. If a story is clearly told, the child will usually absorb and discern the ethical principle involved, without any necessity on your part to obtrusively "point the moral." Sometimes a child will draw an erroneous or unexpected inference because his judgment is yet immature or his ethical experience is elementary or perverted. Under such a condition, try to tell another story that will concretely clear his thought.

FAIRY-TALES FOR CHILDREN

By William Byron Forbush

The origin of fairy stories has been called "the prettiest riddle in the world."

Fairies are dwindled gods. The fairy king was once the sky and the fairy queen the earth, and Prince Charming was the sun and the Princess was the daydawn. Cinderella was originally the dawn fleeing from the Palace of Night and Little Red Riding Hood was the sunset that gets swallowed up by the wolf, the Night. Shakespeare's Oberon was simply a German-French night-god and Titania was none other than Diana, the moon-god, and their quarrel was only the separation of darkness from daylight.

The reason that "the first thing to which the eyes of literature opened was the fairy story" was because people believed in these stories long before men began to write books.

§2. WHENCE COME GUARDIAN ANGELS

When we chose from the gods we chose the little ones, the smallest size, because we were not afraid of them. The word "fairy" is none other than the terrible Latin word "Fatuus," Fate, but we have taken it to mean only happy chances. Once "to charm" meant to paralyze or overwhelm with evil, now "to charm" means only to delight. Fairy godmothers are always good-hearted.

The ancients held that the Fates sit above to award men's doom, and that if offended they bring upon them a dire Nemesis. But we say now only that when a child is born his fairy stays in heaven to watch over him, and this we call his guardian angel.

Another stream has fed the fairy-faith. There have always been dwarfs and tiny races of men. So these have been adopted into the fairy fold. So they say that "Picts" and "Puck" and "pygmies" and "pixies" and "bogeys" are really one. Add to this that men have had many pleasant dreams, such as of lands where animals have human speech, and paradises where there is no winter, and grottoes where there is no thirst, and forests that never cast their leaves, and you account for the familiar scenery of Fairyland.

§3. FAIRYLANDS OF MEMORY

By the time the fairies crept into the nursery they went through one more transformation. They did not live in any magic world and they were not different from other people except that they had magic powers. Cinderella's godmother wears no wings. In Bluebeard the only charmed thing is the fatal key. In the Arabian Nights it is a lamp that has fairy powers. In short, we are telling our children only the wonderful things that we wanted to be when we were ourselves little. "Peter Pan" is a reminiscence of our own childhood, rather than a play for children. The nursery Fairyland is the place where things begin over, as we wish they might be.

Our own fairy-like little ones, as innocent, as full of high spirits, of hope and of fearlessness as Puck and Ariel, make us think of children and fairies in terms of each other. We long to give them their lease of Paradise.

§4. POVERTY AND DREAMS

Working-people ought to be the first to stand up for their right in fairies. For fairy-tales are a part of the poor man's charter of freedom.

Have you ever thought of it, that the countries of the poor are the chief homes of fairy-tales? "The main population of Ireland to this day consists of fairies." Then there is Arabia and the peasant part of France. England has produced few fairy-stories and as for America it has not been a fairy-tale land at all, except for the "Uncle Remus" tales of its freed-men.

Indeed fairy-tales are the dreams of the poor. They consist of fancies by which they have illumined the hard facts of life. Have you not noticed how prominent eating is in the stories about fairies? Who would ever weave dreams about food except those who had been hungry? Could Cinderella, Aladdin, and Goody Two-shoes have come out of any but a workingman's home?

The value of the fairy-tale is that it tells about the wonder of the world, the magic of living. Like the Old Woman, in Mother Goose, it "brushes the cobwebs out of the sky." "No one is really miserable," David Starr Jordan says, "who has not tried to cheapen life." Plenty of things do try to cheapen life for children. Most movies do. Sunday comic supplements do. Rag-time songs do. Mere gossip does. But fairy-stories enhance life.

"When I was a beggarly boy,
And lived in a cellar damp,
I had not a friend nor a toy,
But I had Aladdin's lamp."

If a parable be defined as an earthly story with a heavenly meaning, Richard Le Gallienne seems to be right in saying that "a fairy-tale is a heavenly story with an earthly meaning." In such tales the child finds animals, trees, flowers, and the stars friendly. The brave child is master even of dragons. He can live like a prince in disguise, or if he be uncomely he may hope to win Beauty after he is free of his masquerade.

There be radicals who would force revolutions by fomenting universal discontent. But I feel sure even they would spare the little children. They may safely be allowed to turn dust into dreams. It can surely do no harm to send them happy into life.

§5. HOW THEY DO GOOD

Fairy-tales help make good children as well as happy children. In these stories dragons, wolves, and evil persons are defeated or exposed. Fairy godmothers are ministers of justice. The side that the child wants to triumph always does triumph, and so goodness is always made to seem worth while.

Almost every fairy-tale contains a test—of goodness or courage or shrewdness. Sharp distinctions are made, that require a child of parts to discern. So such stories, as Gerald Stanley Lee says, "put a nozzle on the stream of consciousness"; they "reduce the moral illiteracy." The child in the city needs to-day to learn how to detect wolves masquerading as kind grandmothers, as well as Prince Charming dressed as an errand-boy. And as for the heroes of these nursery tales, they are so much more convincing than precepts and golden texts, for they impress upon the child not what must be done, but what nobly has been done. And the small hero-worshipper will follow where his admirations lead.

THE POETRY HABIT*

By Clara Whitehill Hunt

When I was a little girl I had the good fortune to live in a city where there were no bridges, crushes, and police-patrol gongs, barrack-built flats and brownstone rows, to frighten away the birds and crowd out the flowers and play-spaces; but where fathers, even on moderate salaries, could own little houses with big piazzas and generous yards. We boys and girls raised Jack-o'-lantern pumpkins in those yards, and cheerful morning-glories and downy chickens. We plucked juicy plums and cherries and grapes from our own trees and vines. We played in safe, shady streets without fear of trolleys or motors; for our city was so charmingly behind the times that the jingling horse-car did not readily give place to the clanging electric. In Spring we tapped the maple trees in front of our houses, smacking our lips over the few spoonsful of sap that dripped as musically into our suspended pails as if this were a "truly" maple-sugar camp in the country. After school hours, in the rapidly gathering dusk of short autumn days, we raked gorgeous leaves into huge piles and danced wild Indian dances around bonfires that blazed like beacons up and down the length of streets unpaved with forbidden asphalt. We made snow-forts and snowmen and Eskimo huts, we wallowed in clean snowdrifts, we coasted down long, hilly streets on our brothers' "bobs."

Yet how all these pleasures of the school year were as drab to scarlet contrasted with the radiance of vacations on Grandmother's beautiful farm! How we hated to take off our clothes at night for fear troublesome buttons would make us miss something in the morning when we woke far too early to bother poor Mother to help us dress. How, beneath all the childish, physical delights of wading and huckleberrying and riding atop the loaded hay-wagon and playing "I spy" in the shadowy barn, there flowed the deep current of joy in the beauty of earth and sky! When, barefooted under the willows, we tugged at heavy rocks which we perspiringly erected into lighthouses and forts to guard our homes along the brook—I should say the seashore—we were only dimly conscious that the song of the brook and the carpet of dancing light and shade under our feet, the feel of the flower-scented breeze on our hot little faces, the murmur and hum of insects in the waving meadow grass over the stone wall, the vivid blue of the sky—which an old black crow "caw-caw'd" for us to look up and notice—that all these beauties of Mother Earth were a deep part of the happiness of our free play in the outdoors, whose largeness was answering to a craving of the child-soul, that feels the cramp of the city more than does the adult.

*From "What Shall We Read to the Children" by Clara Whitehill Hunt. Published by Houghton-Mifflin Company. Reprinted by permission of the publishers.

§2. HOW PROSAIC THE CITY CHILD'S LIFE

To-day I watch the children at play as I walk to my office along streets of high respectable apartment-houses. How cruelly narrow the range for the imagination of the young child! The very "respectability" of a neighborhood—which exacts a rent that often eats up all country vacation money—is against the child. How can a youngster possibly have a good time if he is not allowed to muss up the front steps and get his clothes dirty? Yet it is not the physical handicap of the city child that most stirs my pity, for his health record is steadily improving. It is the little one's missing experiences in beauty, it is the robbery of his imagination, effected by paved streets, that I deplore.

There is no possible help for these children except as they shall get their experiences vicariously through Father and Mother and books. For our comfort we know how marvelously books can be made to supply what Father's salary can not. Only we need to remember how and when to apply the various books. There is a best time for introducing poetry and myth and heroes of history; and a lifelong loss may be that child's whose parents know not when to feed a certain interest.

§3. BEGIN IN EARLIEST BABYHOOD

The baby's first taste of poetry should be given not later than a month after he alights, trailing his clouds of glory and with the music of his heavenly home attuning his ears to a delight in rhyme and rhythm, long before Mother's songs convey the word-meanings to his mind. There never was a normal baby born into this world who did not bring with him a love for poetry; and the fact that so few adults retain a trace of this most pure delight points to the need of conscious effort on the parent's part to foster the child's natural gift.

So the first book I would put into the baby's library would be a collection of the loveliest lullabies and hymns and sweet old story-songs. I know that doctors and nurses frown upon rocking the baby to sleep, but if I were a young mother I'd rock and sing to that baby after he waked up! I would sing Tennyson's "Sweet and Low," and Holland's "Rockaby, Lullaby, Bees in the Clover," and Field's "Wynken, Blynken, and Nod"; the little German slumber song—

> "Sleep, baby, sleep,
> The large stars are the sheep";

and the Gaelic lullaby—

> "Hush, the waves are rolling in
> White with foam, white with foam."

I would sing "O Little Town of Bethlehem," and "It Came Upon the Midnight Clear," and "While Shepherds Watched Their Flocks by Night." I would sing the "Crusader's Hymn," and Luther's "A Mighty Fortress Is Our God," and Newman's "Lead, Kindly Light," and Pleyel's "Children of the Heavenly King," and Baring-Gould's "Now the Day Is Over." I would sing "Annie Laurie," and "Home, Sweet Home," and "Flow Gently, Sweet Afton," and "The Suwanee River."

§4. USE OF LULLABIES AND FINGER-PLAYS

Choosing songs so beautiful and so appealing to a child's heart, I should make sure that when the little one began to try to imitate Mother, he would sing of winds that ruffle the waves, of dew, of pleasant banks and green valleys and clear, winding rills, of the Heavenly Father's care, of the enduringness of home love. I should know that, though the words at first called up no clear mental pictures, they would spell love and beauty and happy feeling, and that life would, little by little, unfold to the child the full meanings of these lovely songs.

Before the baby is a year old he will enjoy action-rhymes like "This little pig went to market," "Pat a cake, pat a cake, baker's man." By the time he is two, he will be trying to repeat the gay Mother Goose jingles with their irresponsible nonsense and their catching rhyme and rhythm. When he is three he will be enjoying Stevenson's "I have a little shadow that goes in and out with me," and other posies from "The Child's Garden of Verse."

§5. USE OF STORY-TELLING POEMS

Now the important thing is for the baby to acquire the poetry habit. A few years later, this child, if he has not listened to verse nearly every day of his life, may begin to be bored by the language of poetry, so dear to one who comprehends quickly, so tiresome to one who, for the lack of right preparation, must dig out the meanings, as he works at a translation from a dead language.

At first we need to repeat nursery jingles and the simplest child verses, because these are the bottom steps of the "golden staircase" to real poetry. If, however, we try to get firmly lodged

in mind the fact that children enjoy an infinite number of things which they do not understand; that they understand far more than they can express; that their understanding grows by leaps and bounds if we foolish adults do not interfere —we shall stop trying to stint their active imaginations by keeping them so long on baby-rhymes.*

The child will most easily climb the staircase to real poetry by way of story-telling poems. Sentimental and martial, merry and sad, the story-interest and the music of the old English and Scotch ballads fit them exactly to the liking of children, little and big. Browning and Tennyson, Matthew Arnold and Scott and Longfellow give to the children "The Pied Piper," "The Lady of Shalott," "The Forsaken Merman," "Jock of Hazeldean," "The Bell of Atri."

§6. CONNECTING POETRY WITH BIOGRAPHY AND HISTORY

Each poem may be made to introduce many others, if we take advantage of the child's delight in the association of ideas he has acquired. For example, the little one has loved to hear mother sing "Annie Laurie" and "The Blue Bells of Scotland" and "The Campbells Are Comin'." He has mourned brave Sir Patrick Spens, has galloped with Lochinvar, and "wi' Wallace bled" in defense of Scotland's freedom. Scotland to him has become a land of romance, dear to his heart. One day, after he has been lustily singing "The Campbells Are Comin', Oho! Oho!" Mother tells him how the dying English, penned up in Lucknow, sprang to their feet laughing and crying with joy as they heard, faint and far away, the bagpipes playing "The Campbells Are Comin'." Now is the time to read Whittier's "The Pipes at Lucknow," as Bayard Taylor's "Song of the Camp" will touch the children after they have joined in singing "Annie Laurie." Taylor's poem, and the bit of explanation about the Crimean War which it involves, will introduce "The Charge of the Light Brigade," another stirring poem of the same war.

A whole cycle of Southern and Civil War songs and poems may follow the reading of the Uncle Remus stories—"Dixie" and "Maryland, My Maryland," "My Old Kentucky Home," "Sheridan's Ride," and "Oh, Captain, My Captain!" Somehow, the child will enter into the heart of the North and South, the soldier and the slave, and he will be a better American in this reunited country for loving the songs of both sections that gave their best for what they believed to be the right.

§7. THE RIGHT POEM AT THE RIGHT TIME

Make it an unvarying practice to link poetry with the children's every happy experience, every celebration, family or national or religious. Read the "Concord Hymn" and "Paul Revere's Ride" on the Fourth of July, "The Landing of the Pilgrims" at Thanksgiving, "The Flag Goes By" and "The Commemoration Ode" on Memorial Day.

Weeks before Christmas begin to read and sing every beautiful poem and song you can find. There are so many, we have no excuse for descending to doggerel. On New Year's Eve read Tennyson's "Death of the Old Year"; on a gusty winter evening read "Old Winter Is a Sturdy One." Before taking a journey, hunt up poems of places the children will visit. After an exciting trip to the Zoo read Blake's "Tiger, Tiger, Burning Bright," and Taylor's "Night with a Wolf."

When the children have enjoyed the Norse stories, read them Longfellow's "Skeleton in Armor." After hearing the stories of Tarpeia and Cortius and other Roman legends, they will be ready for Macaulay's "Lays."

Does any father or mother think I am going too fast? Prove it by experiment! I am suggesting a poetry course, not for the "exceptional child," but for real little bread-and-butter boys and girls of happy birth and home environment. There are only three rules necessary to follow if you would delight your soul with watching your children's poetry taste grow with their growth. These are:

Begin early.

Read poetry every day.

Read the right poem at the right time.

---

* "She read a poem to her child one day,
And added explanations not a few,
But paused a moment at the end to say,
'I wonder, darling, if it's clear to you.'

"But still he sighed, and slowly shook his head;
She turned the page as if to start again,
When, drawing nearer, 'Mother, dear,' he said,
'I'll understand it if you don't explain.'"

WORK AND PLAY IN READING

By Edna E. Harris

If you are familiar with the history of written language, you will remember that picture-writing was the first means of written communication, its awkwardness leading to the demand for a more satisfactory method. Symbols were gradually substituted, until to-day picture-writing is no longer popular with adults, although it still retains its primitive attractiveness for children.

At a certain stage of development children "burst into" drawing. This forecasts the reading period and, if wisely directed, may be made a transition step to reading itself.

Children love to express their ideas through the medium of pictures. The child does not consider his pictures simply as illustrative; to him they mean vastly more than this, in fact, they are the story itself. This is his only means of written communication and, as far as he is concerned, it is an entirely adequate one.

Children should be allowed to draw pictures and encouraged to explain their meaning. Listen to these explanations; be interested in them. Occasionally the child will forget just what he was trying to say; offer a suggestion that may help him out a bit. Lead him from the picture to the symbol by suggesting that he print under his pictures certain simple explanatory words. Show him how to do it. He will consider it great fun.

This work should be absolutely free from all formality. The child need not have the slightest idea that you are teaching him to read. Later on a more definite method may be followed but for the present a reading-interest is all that is desired.

At this time the child should be allowed to do his own printing. Opinions differ as to whether script or print should be used. Personally, I find that children themselves usually prefer print, especially the capitalized form, as CAT,* but I realize that script must be taught, so in all my card-work I establish an association by printing the word at the top of the card, where it will be more conspicuous, and writing it in script directly below. (See Figs. 1 and 2. Fig. 2 represents the opposite side of the card.)

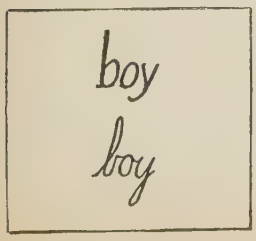


Figure 1

Figure 2

Thus, while the child's attention is being drawn to the printed form—the form which he will find in his books—he is unconsciously associating it with script. Merely mention the fact that "boy" is the way it looks in books, and *boy* the way we write it when we write a letter. Afterward direct attention to the printed form and let the script take care of itself.

At some time during this "picture-making" period of development, children begin to manifest an interest in books, not merely for the sake of the illustrations, but with an evident desire to read. This is a "danger zone" in a child's experience, dangerous because it is so frequently misunderstood and misinterpreted. Reading-interest being mistaken for reading-power, the child is forced into the midst of difficulties for which he is totally unprepared.

Reading-power develops slowly, very slowly. Reading involves the mastery of technical difficulties that are not particularly easy for the little six-year-old child to overcome.

The average adult hasn't the slightest conception of the confusion which the printed page presents to the child's mind. At first he is unable to distinguish between words simply in respect to space relationship. Take for illustration the following:

"This little pig went to market." Many children are unable to tell where one word ends and another begins. This may be overcome by separating the words by "fences" or by putting them in "houses"—

This | little | pig |, etc.

This | little | pig |, etc.

—or simply by counting the words. This is a good exercise, even when children are unable to name the individual words.

Read with your child simple stories or Mother Goose rhymes previously memorized, guiding his finger slowly across the printed page and stopping occasionally to point out the name of some

*At the beginning children may be permitted to print in capitals, since this appears to be the natural order of development, but small letters should be substituted as soon as possible. Attention may be drawn to the fact that capitals are used for names and at the beginning of sentences. Other uses of capitals are unnecessary at this time.

familiar nursery friend. This is excellent *preparation* for reading, but it must not be mistaken for reading itself. A child can not be said to read until he recognizes words when found in any relationship. This rote-work, if allowed to continue too long, will degenerate into mere mechanical memorization, so that, as is the case with many of our popular reading-methods, the child will be found to read beautifully with his book upside down!

Just as soon as a reading-interest has been thoroughly awakened, we may proceed to the following method, but the work with imaginative drawings of the child and reading with the child should be carried out simultaneously with this method for some time.

Since the method is intended to develop reading-power, it should be presented as clearly and as definitely as possible. The printing should be done by an adult and the pictures should be cut from old books or magazines or made by tracing around cardboard patterns and filling in the outlines.

This, of course, does not apply to booklets based on imaginative drawings. In these, both the drawing and the printing should be done by the child.

The method is given in briefest possible form:

1. Pictures
2. Action-Words and Phrases
3. Booklets
4. Rhymes and Stories
5. Card-Games
6. Phonics

§1. PICTURES

Paste or draw on a Bristol board card a picture of some simple object. Print the corresponding word below. Print the same word again on the reverse side of the card near the top.

Make other cards illustrating other objects. In each case print the corresponding word first below the picture, then on the reverse side of the card.

The pictures may illustrate toys, familiar animals, simple objects in nature, as trees, nests, eggs, flowers, etc., or simple household objects, such as tables, chairs, dishes, or spoons. The words need not necessarily be limited to words of one syllable, although it is quite obvious that extremely difficult words should not be used.

(a) Have the child point first to the object, then to the word, naming each in turn. Repeat with three or four other cards.

(b) When the relationship has become well established, cut the printed word from the bottom of *one* card. Let the child see you do this or, better still, let him do it.

Place the word directly above the picture. Point and name again.

(c) Turn the card over and compare the two words.

(d) Repeat with other cards.

(e) Mix the detached cards and have the child replace them under their corresponding pictures. Teach him to verify his work by turning the picture-cards and comparing the detached words with those on the opposite sides of the picture-cards.

As proficiency is attained add other cards.

Simple classification may be made, as toys, animals, colors, Mother Goose characters, etc.

§2. ACTION-WORDS AND PHRASES

Print words designating simple activities, such as run, jump, skip, etc. If cards are made, have the capitalized form appear on one side.

Show but two words at first, saying, "This word tells you to run, this one to jump." After the child has looked at them carefully, point to one of the words and say, "Do what this word tells you to do." If the child jumps when the word is "run," laugh with him over his mistake.

Make a number of cards containing action-words only, having the child himself select suitable actions.

Vary by making simple classifications, such as the following:

"What can we do with a ball?" Roll, bounce, throw, catch.

"What can a dog do?" Bark, run, jump, etc.

"What can boys and girls do?" Play, skate, sing, etc.

After a reasonable amount of experience with words alone, introduce simple action-phrases:

Roll the ball.

Run to the door.

Come to me.

Skip around the room, etc.

As the card is shown, the child performs the action designated.

§3. BOOKLETS

Children should be allowed to make their own primers. Begin by using imaginative drawings illustrating single objects. Have each booklet illustrate a definite idea, as "My Toy Book," "Animal Friends," "Mother Goose Book," etc.

The first step will be to print simply the name of the object; later, appropriate activities may be introduced.

Illustration:

The animal series should be an interesting one. Pictures may be used.

dog	cat
Run, dog	Jump, cat

A still more difficult step will be to lengthen the story, as—

See the dog run.
See the cat jump.

§4. RHYMES AND STORIES

BOOKLETS may be based on rhymes or stories in which simple sequences are apparent. These should be very simple at first and increase in difficulty as the child becomes ready for them.

For illustrations, use pictures cut from old books or magazines, or trace around cardboard patterns and fill in the outlines with colored crayon. This should be done by the child.

Under each picture print one sentence, leaving room for others which may be added later. If desired, the mother may print the sentence on a separate slip of paper and the child may be allowed to paste it under the picture where it belongs.

Try these last two methods with the Primer in the second volume of the BOOKSHELF, and continue with subjects suggested by BOOKSHELF pictures.

Illustration:

THE THREE BEARS

As an introductory step, use cards illustrating the words bear, bowl, chair, bed, and girl.

Step 1. Page 1 of the booklet should illustrate the father bear. Under the picture print "The father bear." Pages 2 and 3 will illustrate "The mother bear" and "The baby bear."

Succeeding pictures will show:

Page 4. "The father bear's bowl."
Page 5. "The mother bear's bowl."
Page 6. "The baby bear's bowl,"

followed by the chairs, beds, and a picture of Goldielocks, who may be designated "The little girl."

Step 2. Make printed strips corresponding to the sentences under the pictures. Have the child compare and match them.

Step 3. When there is no longer any difficulty in matching the sentences mentioned above, take the strips and cut them into separate words. To avoid confusion, work with but one strip at a time.

Use the following plan:

Sentence-strip: "The father bear."
Words cut from the above—"The, father, bear."

(a) Arrange the words in order. Remove one. "Which one has gone?" Replace and remove another, etc.

(b) Rearrange words in any order and remove one at a time.

(c) Introduce the words in any of the following devices.

1. *Ladder.*—This device is a very old one. Print one word on each rung. The child climbs up and down the ladder by naming each word in turn. Failure to name a word correctly signifies that he has fallen from the ladder. Sympathize with him over his downfall and bind up the "broken bones."

2. *Soap Bubbles.*—Draw a picture of a pipe and several soap bubbles. Print one word in each bubble. Naming the word bursts the bubble.

3. *Stepping-Stones.*—Sketch roughly several stepping-stones lying between the opposite banks of a stream. Print one word on each stone. Cross the stream "without getting your feet wet."

4. *Apples on a Tree.*—Draw a picture of an apple tree. Print one word on each apple. How many apples can you pick?

5. *The Hunting Game.*—This should be used very often. Look through newspapers, magazines, and books, and see if you can find a selected word "hiding anywhere."

This identification of familiar words is an invaluable exercise.

Step 4. When the child becomes familiar with the words in the sentences previously given, introduce new sentences, *one at a time,* following the preceding plan with each new sentence.

Illustration:

Page 7. This porridge was too hot.
Page 8. This porridge was too cold.
Page 9. This porridge was just right.

Succeeding pages:

This chair was too high (low, just right).
This bed was too high (low, just right).
The little girl (or Goldielocks) ran home.

"Hey, Diddle, Diddle" (Mother Goose) is especially good for this kind of work. At first single objects will appear in the following order—cat,

fiddle, cow, moon, dog, dish, and spoon. Have the cat and the fiddle on the same page so that they may be easily combined into, "The cat and the fiddle." Dog and moon and dish and spoon, should be combined in the same way. Sentences may evolve in the following order:

The cow jumped.
The cow jumped over the moon.
The little dog laughed.
The little dog laughed to see such sport.
The dish ran away.
The dish ran away with the spoon.

Other rhymes will readily suggest themselves.

As an advanced step, rhymes may be used without the illustrations.

Step 1. Memorize the rhyme.

Step 2. Repeat it over and over again, pointing to each word in turn.

Step 3. Cut it into lines and try to piece it together again. When doing this, it is well to have a copy of the rhyme to use for reference.

Step 4. Cut the lines into phrases, as "The cow jumped" "over the moon." Try to piece these together again.

Step 5. Cut into words. Recombine the words into phrases, then lines, and later into the rhyme itself.

Step 6. Use the words in the devices previously mentioned or in the following:

1. *The Bank.*—Use a small box for "the bank." As words are learned, put them in the bank; if old words are needed at any time, draw them out. The child may be the banker and the mother may call upon him for certain words which he must find in the bank.

2. *Playing Store.*—This may be a toy store, a vegetable store, a fruit store, or any other store desired. The words to be used will depend entirely upon the kind of store.

If a toy store, each word should represent some toy. The picture should be on one side of the card, the printed word on the other. Arrange the cards with the word-side up. The child should be the storekeeper.

The mother may say, "I would like to buy a drum." The child must find the word *drum;* if he is unable to do so, he may turn the cards and look for the picture. This may be made to correlate with arithmetic by placing prices on the various toys, paying for them with toy-money, and having the child determine the amount of change.

3. *The Menagerie.*—Use word-cards designating the names of animals found in a menagerie. "Visit" the menagerie.

4. *The Farmyard.*—Same as menagerie, substituting domestic animals.

The importance of these devices must not be underestimated. The obtaining of instantaneous recognition is one of the most difficult problems the reading-teacher has to meet. Children will often recall having seen a word and still be unable to give its name. The adult experiences very much the same feeling when, seeing a familiar face, he exclaims, "Who is that man? I am sure I have seen him somewhere, but I can not recall his name."

A great amount of repetition is necessary before words become so firmly established that they are easily recognized wherever found. The device is a delightful and effective means of repetition, but occasionally more definite card-games should be used.

§5. CARD-GAMES

Exercise 1. Hold a pack of cards, on which words have been printed, in the right hand. With the left hand remove one card from the back of the pack and place it in the front of the pack, where it may be easily seen.

The child names the word.

Repeat until all the cards have been used. Work rapidly.

Whenever the child fails, remove the card. Keep the score and note progress, both as to the number of words missed and the time required to say all the words in the pack.

Exercise 2. Print a number of words on a large sheet of paper. Use the word-cards as directed in Exercise 1. Whenever one of the words listed appears, name it and cross it off.

Exercise 3. Make charts containing the words printed on cards. Cover each word with a corresponding word-card.

Exercise 4. Take separate word-cards and combine into sentences. Aim for originality.

§6. PHONICS

Reading-power is most easily developed through the constructive use of phonics, but phonics should not be introduced until reading-interest has been thoroughly aroused and ample opportunity given for mastering the simpler forms of reading-mechanics.

Many schools introduce phonics entirely too early and crowd too much of it into the first year. This is inadvisable for two reasons: first, it makes too great a demand on the child; secondly, it tends to develop word-consciousness by emphasizing the word itself rather than the idea it is

intended to convey. Sentences devised solely for the development of phonetic power are usually stupid and meaningless. For these reasons the mother-teacher may decide to postpone phonics until school-days.

One of the best ways to introduce phonics is through the use of the initial consonants. In order to fix the sounds in the child's mind, they may be derived from appropriate words, as "b" from "ball," "c" from "cat," or they may be associated with certain familiar sounds. This latter device is an artificial one, it is true, but it helps develop interest and is an aid to memory.

"The Little Pink Pig," the BOOKSHELF, Vol. 1, page 285, may be used as a point of departure.

When the little pink pig met the cow, "the big red thing shook its head and said, 'moo'." Pronounce the "moo" very slowly, prolonging the consonant "m." Point to the word and have the child repeat it with you. Be sure that you emphasize the "m."

By and by "he almost ran into a lot of two-legged things. One of them said 'Hiss—ss'." Emphasize the "s." Although in this case "s" is not used as an initial consonant, this is a good word from which to derive the sound.

At the conclusion of the story the mother-pig promises to take the little pink pig out walking every day. These future journeys will serve to introduce other sounds. The following may be woven into a story:

In the barnyard:

1. b. The little dog that barked at them. "Bow-wow-wow."
2. r. The big dog that growled at them. "R-r-r."
3. f. The cat that was afraid of them. "F-f-f."
4. c. The pigeons spreading their wings in the sun. "Coo-coo-coo."
5. p. The baby chickens. "Pee-eep, pee-eep."
6. qu. The ducks. "Quack-quack."
7. ă. (as in at) The little lamb. "Baa-aa-aa."
8. l. The little bell on the cow's neck. "Ling-a-ling."
9. n. The horse. "N-n-n-n-n."

On the big road:

1. z. The little bee gathering honey. "Buzz-zz."
2. h. The boy running for the train. "Huh-huh."
3. d. The big bell on the engine. "Ding-dong."
4. ch. The engine. "Choo-choo-choo."
5. wh. The whistle. "Wh - wh - wh, wh." (Sounded "hoo-hoo-hoo, hoo.")

On the way home:

1. g. The little baby. "Goo-goo-goo."
2. sh. The mother rocking the baby to sleep. "Sh-sh-sh."
3. t. The big clock in the hall. "Tick-tock, tick-tock."

Home again snug in bed:

1. w. The night wind that makes little pigs glad they have nice warm homes. "W-w-w." (Sounded like oo in moon.)

When the child has become familiar with the preceding sounds, a series of illustrative cards should be made. Under each picture print the full sound; directly under that print the consonant.

Illustration: Ding-dong. Tick-tock.

Print the same thing on the opposite side of the card near the top. Follow directions for pictures.

Introduce the sounds in any of the devices suggested on pages 472 and 473.

The five consonants, j, k, v, x, and y, not included in the list, may be derived from the names of objects.

j—Jack in the box.
k—kite.
v—van.
x—Roman numeral. Illustrate with tenpins.
y—yacht.

This idea may be extended and an interesting series of cards made in which the initial consonants will be derived entirely from the names of objects.

Simple classifications should be made.

Name words beginning with b, m, c, etc.

Play the following game:

Mother. "I am thinking of a word that begins with r." (Sound the letter, do not name it.)
Child. "Is it run?"
Mother. "No, it is not run."

Do not limit the number of chances. After a time help the child out by some suggestions, as, "It is something you can do with a ball." In all probability he will now guess that the word is roll.

Simple constructive phonics may now begin. This should proceed orally at first; later, printed cards may be used. The following is merely suggestive:

1. Build new words by joining initial consonants to words with which the child is already familiar.

(a) *Mother.* "I know a word that rhymes with all."
Child. "Is it ball?"
Mother. "No, it is not ball."
Child. "Is it tall?"
Mother. "Yes, it is tall."

Other words may be used, as am, an, and, at, it, in, and the phonograms, ing and ight.

(b) Print these words on small Bristol board cards. Several cards should be made for each word. Print the initial consonants on cards of the same size. Combine to form new words. Arrange vertically in rows, having the key-word at the top.

all	at
ball	bat
call, etc.	cat, etc.

2. Separate words into their phonetic elements and recombine the sounds so as to form new words.

(a) Print the word "moon." Pronounce it.
Cover the "oon" and sound the "m."
Cover the "m" and sound the "oon."
Uncover and sound the word as a whole.
Repeat with the word "sat."

(b) Separate the sounds by cutting between them.

m	oon

s	at

Recombine:

m at s oon

Do this with other words. Keep the cards in a box and encourage the child to build words for himself. Help him by giving him reference-cards on which are printed series of words based on given key-words.

came	sun	ring	play
game	fun	sing	say
name	run	king	hay

3. Teach the vowel-sounds by saying: "These are five little friends who help us talk. Their names are:

ā (as in ate) ō (as in go)
ē (as in me) ū (as in use)
ī (as in kite)

Sometimes they say:

ă (as in at) ŏ (as in not)
ĕ (as in let) and ŭ (as in cup)
ĭ (as in it)

Other vowel-sounds should not be introduced at this time.

Build words in which the long vowel-sounds occur. This may be done in either of two ways:

(a) By joining initial consonants to phonograms, formed by uniting a vowel and a consonant, and adding final "e."

Illustrative phonograms:

āce, āde, āge, āke, īde, īne, ōme, ōne, etc.

(Long "e" has been omitted, since it does not readily conform to this scheme. Long "e" usually occurs as "ee" followed by a consonant alone without the final "e.")

Illustrative words:

face	fade	cage	bake
race	made	rage	cake
lace	shade	page	make
hide	fine	home	bone
ride	dine	dome	cone
side	mine	Rome	shone

(b) Words may be formed by combining initial consonants with vowels, and uniting the phonetic elements thus formed with consonants followed by final "e."

Illustration:

ba—ke	bake	ga—me	game
ca—ke	cake	sa—me	same
di—me	dime	ro—se	rose
ti—me	time	no—se	nose

Personally, I prefer this latter method, although I realize that the former is more generally used. This method conforms to our natural method of speaking and gives the child an initial impulse toward pronouncing the word.

With little children it may be introduced in the form of a story.

"One day Mr. B. and Mr. A. were out walking together (name the letters but do not emphasize the names—it is the sounds that are important at this time). Mr. B. said "b" and Mr. A. said "ā," but they both spoke so quickly it sounded as though they were saying "bā." Now Mr. K. and Mr. E. were out walking, too. They were on the opposite side of the street. Mr. E. is very polite, he does not talk when others are talking, so he was listening to Mr. K., who said "k." By and by the four friends met. Mr. B. and Mr. A. said "bā"; Mr. K. said "k." It sounded like a word that you and I know. Can you tell me what that word is?"

These stories may sound somewhat far-fetched,

but the teacher who has gone through the agonies of teaching reading knows only too well what a faithful friend the imagination is.

The method of procedure is the same for the short vowels, but when we use these, the final consonant usually "walks alone," or "with its twin brother."

ca t	ma n	be ll
ra t	ca n	fe ll

4. As soon as the child is familiar with single consonants, blended consonants may be introduced. These may be derived from key-words, as:

bl from the word "blue"
cl " " " "clap"
br " " " "bring," etc.

or they may simply be formed by combining the two sounds, as:

"s" and "m" to form "sm"
"p" " "l" to form "pl," etc.

While the following list is not exhaustive, it contains the blended consonants most often used:

br, cr, dr, fr, gr, pr, scr, spr, str,
tr, thr, wr,
bl, cl, fl, gl, pl, sl, spl,
sc, sk, sm, sn, sp, squ, st, sw, tw, wh,
th as in that (vocalized),
th as in thank (aspirant).

5. Frequently we come across letters which are not sounded. These are the "polite letters" that do not talk while others are talking. This "politeness' is not limited to final "e," for often other letters are "very polite."

Silent "i" in "āi" as in pail.
Silent "a" in "ēa" as in each.
Silent "a" in "ōa" as in oats, etc., etc.

A further discussion of phonics would lead us beyond the work of the first year. Personally I feel that even this is more than should be expected; however, it may be accomplished if the child is guided by the spirit of play.

READING IN SCHOOL AND HOME

By the Hon. E. W. Butterfield

There should be much reading, in school and out, for information, for instruction, and for pleasure. This is the school seat-reading for which definite time need not be assigned on the time-table. The teacher by a life interest should encourage the school and home reading. This is the purpose of all our drill in reading; this is the culmination of the art. This is the use which will be made through life of this important subject.

§2. WHAT IS A GOOD READER?

The main purpose to be kept in mind in teaching children to read is the development in them of the power to get thought from the printed or written page. Fluent pronunciation of words is never in itself an indication of good reading ability. The reading efficiency of a child, or of a class, embraces both rate of reading and power to comprehend and remember what is read. For example, a child who is obliged to spend a half-hour in the reading of a page and who is able to comprehend and remember 90 per cent. of what he has read cannot be called a good reader. On the other hand, another child who is able to read a page in a few seconds but who fails to comprehend and remember any part of it is not a good reader. Efficiency requires reasonable speed combined with adequate power to comprehend what is read and to remember what is read.

This is the very foundation of teaching children to study, to wit: to teach them to get all the meaning there is out of what they read.

§3. SUMMARY

The reading of the elementary school as a whole may be said to show three phases: First, it is a matter of teaching children to read. This process should be completed entirely in the first three grades and even earlier.

Second, it is a matter of training the voice to clear, distinct, accurate, pleasing enunciation in reading aloud. This process should begin not earlier than the beginning of the third school year and the teacher must be unceasingly vigilant in her pursuit of everything which is read aloud in the school, refusing to tolerate in anything read aloud less than a high standard.

Third, the reading of all schools ought to lead the child into some acquaintanceship with, and love for, the world's best literature.

GIVE YOUNG PEOPLE THE MASTERS

By Hamilton Wright Mabie, L.H.D., LL.D.

No greater good fortune can befall a child than to be born into a home where the best books are read, the best music interpreted, and the best talk enjoyed, for in these privileges the richest educational opportunities are supplied. Many things are said to which he lacks the key; but the atmosphere of such a home envelopes him in the most receptive years; his imagination is arrested by pictures, sounds, images, facts, which fall into it like seeds into a quick soil; his memory is stored without conscious effort. It is his greatest privilege that a life so large and rich receives him with unstinted hospitality and offers him all he can receive.

The boy who hears the talk of cultivated men and women at table about current affairs and subjects of permanent interest has the very finest of educational opportunities; the boy who listens to talk which is intentionally brought down to the level of his intelligence is by that act robbed of his opportunities. Parents make no more serious mistake than taking the tone of the family life from the children instead of giving that life, clearly and pervasively, the tone of their own ideals, convictions, and intelligence. Nature does not present one aspect to children, another to mature persons, and a third to the aged; she presents the same phenomena to all, and each age takes that which appeals to it, dimly discerning, at the same time, the larger aspects which are to disclose themselves later on.

§2. YOUNG PEOPLE'S BOOKS

There are a great many so-called children's books which are wholesome, entertaining, and educative in a high degree; but they possess these high qualities not because they are children's books, but because they are genuine, veracious, vital, and human; because, in a word, they disclose in their measure the same qualities which make the literary masterpieces what they are. It is a peculiarity of such books that they are quite as interesting to mature as to young readers. Of the great mass of books written specifically for children it is not too much to say that it is a sin to put them in the hands of those who have no standards and are dependent upon the judgment and taste of their elders; a sin against the child's intelligence, growth, and character. Some of these books are innocuous, save as wasters of time; many more are sentimental, untrue, and cheap; some are vulgar.

The years which are given over to this artificially prepared reading matter—for it is a profanation to call it literature—are precisely the years when the mind is being most deeply stirred; when the seeds of thought are dropping silently down into the secret and hidden places of the nature. They are the years which decide whether a man shall be creative or imitative; whether he shall be an artist or an artisan. For such a plastic and critical time nothing that can inspire, enrich, and liberate is too good; indeed, the very highest use to which the finest results of human living and doing and thinking and speaking can be put is to feed the mind of childhood in those memorable years when the spirit is finding itself and feeling the beauty of the world.

This is the moment when the race takes the child by the hand, and, leaning over it in the silence of solitary hours, whispers to it those secrets of beauty and power and knowledge in the possession of which the mastery of life lies. This is the time when the boy who is to write "Kenilworth" is learning, with bated breath, the great stories and traditions of his race; when the boy who is to write the lines on Tintern Abbey is feeling the wonder of the world and the mystery of fate; when the boy who is to write the "Idylls of the King" is playing at knighthood with his brothers and sisters in the Lincolnshire fields, and the brave group of noble boys and girls are weaving endless romances of old adventure and chivalry. This is the time when, as a rule, the intellectual fortunes of the child are settled for all time.

§3. GIVE THEM THE MASTERS

In these wonderful years of spiritual exploration and discovery the child ought to have access not to cheap stories, artificially and mechanically manufactured to keep it out of mischief, but to the records of the childhood of the race; his true companion is this august but invisible playmate. That which fed the race in its childhood ought to feed each child born into its vast fellowship. The great story-book of mythology, with its splendid figures, its endless shifting of scene, its crowding incident, its heroism and poetry, ought to be open to every child; for mythology is the child's view of the world—a view which deals with obvious things often, but deals with them poetically and with a feeling for their less obvious relations.

The dream of the world which those imaginative children who were the fathers of the race dreamed was full of prophetic glimpses of the future, of deep and beautiful visions, of large and splendid achievement, and of that wholesome symbolism in which the deeper meanings of Nature become plain. Out of this dim period, when men first felt the wonder of the world, and felt also the mysterious ties which bound them to Nature, issued that great stream of story which has fed the art of the world for so many centuries, and will feed it to the end of time.

For these stories were not manufactured; they grew, and in them is registered the early growth of the race. They are not idle tales; they are deep and rich renderings of the facts of life; they are interpretations and explanations of life in that language of the imagination which is as intelligible to children as to their elders; they are rich in those elements of culture which are the very stuff of which the deepest and widest education is made.

§4. FACTS PLUS FICTION

Now THIS quality, which invests Ulysses, Perseus, Thor, Siegfried, Arthur, and Perceval with such perennial interest, is characteristic of the great books, into so many of which mythology directly enters. The "Odyssey" is not only one of the great reading books of the race; it is also one of the great textbooks. Shakespeare is not only a great story-teller; he is also an educator whose like has been seen only two or three times in the history of the world.

Teach a child facts without illumination of the imagination, and you fill the memory; give these facts dramatic sequence and impart to them that symbolic quality which all the arts share, and you stir the depths of a child's nature. The boys whose sole textbooks were the "Iliad" and the "Odyssey," and who learned, therefore, all their history and science in terms of the imagination, became the most original, creative, and variously gifted men who have yet appeared in history; they were drilled and disciplined, but they were also liberated and inspired.

A modern writer has happily described Plutarch's "Lives" as "the pasture of great souls"; the place, that is, where such souls are nourished and fed. Now the great poets, novelists, historians, supply the food which develops a strong, clear, original life of the mind; which makes the imagination active and creative; which feeds the young spirit with the deeds and images of heroes; which sets the real in true relation to the ideal.

CHILD CULTURE

By LENA E. BLISS

I SPED a poem into the air
It fell to earth I knew not where
For who hath sight so keen and strong
That it can follow the flight of song?

"Years, years afterward, from a dream,
Again I dwelt upon my theme,
But the lines my first thought had beguiled
I found again in the heart of a child."

Little do we realize the value of beautiful sentiment, rightly taught, to the growth of a child's mind. Alice Freeman Palmer with her quick, almost intuitive understanding of a child's need, gave to the children of a mission school in the heart of a dirty city three rules for happiness—everyday happiness.

First:—"Commit to memory every day something beautiful."

Second:—"Look at something pretty every day and pause before it long enough to say: 'Isn't that beautiful'."

Third:—"Do some kind act every day for another."

To most of us in our pleasant environment it would seem a comparatively easy task to keep these rules, but to those children surrounded by the sordid and bitter conditions of life, it was no easy task to find happiness in beauty. How much happier we might make the life of every child if we brought into it a little more of loving thought, beauty, and kindness! This is not a new idea to the kindergarten movement nor to the Montessori system, yet it is sometimes a marvel how little of spontaneous enjoyment of beauty for its own sake and how little of the pure untrammeled joy of living come into the modern child's life.

We have today the two extremes: The little savage with no home training and no ideals of beauty or even cleanliness, and the over-pampered, sophisticated child who is looking always beyond the present for a "thrill" of some kind. Hemmed in by rules and the "discipline" of school life, compelled to digest whatever material is offered him and to do it gracefully, he goes through the wearisome leveling process and were it not for his elasticity of spirit and his wonderful power of adapta-

tion, would come out of it with all originality crushed or suppressed.

A professor in one of our colleges recently said: "A child's sense of rhyme and rhythm is nearly always accurate. It shows itself in his every motion. A child's feet instinctively dance to the joy of life."

So a child's heart instinctively throbs to the joy of song, to the rhythmic pulsations of poetry, and to such a degree that a teacher finds great difficulty in eliminating the sing-song effect in a recitation of poetry by a child.

The sympathetic teaching of good poems, therefore, is one of the highest forms of child culture. Children will soon detect the difference between a good poem and a poor one, for their taste is naturally good. They are very good critics also as to the correct interpretation of a poem. Beauty as memorized in poems will prove a constant source of joy as well as uplifting of soul and character, and in many instances may be the determining factor in a good choice at some crisis of later life.

Stories, too, should be carefully chosen and well told. One of the most potent devices to-day for the good or ill-being of childhood is in the radio bedtime stories. I have found that children usually appreciate most the stories they know are true. In relating stories to a group of children I know, I often begin with:

"Once upon a time, years and years ago, when I was a little girl like you," and they will listen long past the hour.

Truth, originality, beauty—these appeal to childhood as to the maturer mind. It does not need a creative artist, but it does need an artist-soul to awaken these responses in childhood and, when awakened, they are among the highest factors in child development.

SIX TESTS

THERE are six tests of a book of fiction—six questions to ask about it. First, did the author have a story to tell? Second, did he tell it well? Third, is the atmosphere and local color right? Fourth, is the book sincere; true to life? Fifth, has it an underlying sense of humor, whether it be comedy or tragedy? And sixth, has it vision and ideals behind it?

Every first-rate story possesses all these qualities to some degree, generally with one or two especially prominent. If you give each story you particularly like an examination on these six points to see how high it "passes," you will know why it is a good book and perhaps appreciate a little more fully than one does thoughtlessly, just how good a book it is. And a little practice in such rating of books makes it very easy to eliminate poor books, because in too many respects they simply don't measure up to the standard.

—*Stokes Library Bulletin.*

MEMORY

DIFFERENCES BETWEEN INFANT AND ADULT MEMORY *

By David R. Major, Ph.D.

We may well consider the difference between the memory of the infant and that of the adult.

First, we may speak of the lack of continuity, the so-called weakness of the infant's memory. When we speak of the adult's memory as being stronger and as having greater continuity than that of the infant, we mean that the mental impressions of the adult are retained for a longer period—for weeks, months, years, or to the end of his days; whereas, the baby remembers for only a moment or a few seconds. We say that the impressions on the infant's mind fade away almost the instant the stimulus ceases. The explanation of the fleeting character of the infant's mental impressions is found in the fact that the associations which are formed are weak and unsubstantial. The bonds of association are like ropes of sand: unless they are continually rebuilt they fall away.

How early may we find associations which persist beyond the moment and which endure although they are not continually renewed? My own observations on this point, though far from being as thorough as one wishes, still will serve to indicate the directions in which one might look for answers in the case of an individual child. On R.'s 411th day (fourteenth month) he was playing with a ball, rolling it, crawling after it, and so on. After awhile the ball rolled under a couch out of easy reach and he went about other play. A half hour later, in order to see whether he would remember where he had last seen the ball, I said to him, "Get the ball, R." He at once crawled to the couch, got down on his stomach and struggled until he fished the ball out. This was the first time we noticed that he remembered anything for more than a few seconds, though there must have been earlier instances not noted. Two notes made in R.'s eighteenth month show that he remembered interesting plays for periods of twenty-four hours, or more. A note from the record for the nineteenth month shows the child's ability to remember places. The child's memory for names heard once was also increasing. On a certain evening in the latter part of the nineteenth month, I pointed out and named the moon for him. Three evenings after, he accidentally caught sight of the moon, reached toward it, and cried "moon." The name "moon" was remembered during the interval of three days.

In the case of remembering just cited we may suppose that the associations had not been renewed since they were first formed; that the child had reached the age when impressions and associations persisted for several days, even when they were not renewed in the interval. It is perhaps unnecessary to follow the record farther month by month. It shows that an increasing number of experiences were selected and remembered for longer and longer periods. Of course, it is not to be supposed that the child remembered all things—names, actions, persons he had seen, whether food was good, and so forth; in fact the things he did not remember far outnumbered those which he did, and his failure to remember some things and persons was as striking as was his ability to remember others.

Another characteristic of a little child's memories is that, as a rule, they are not accurately localized in time and space as are probably most adult memories. As Compayré observes, "The picture is engraved on his memory, but the setting has vanished. He remembers distinctly the things he has seen, but he cannot tell where or when he saw them." It must be remembered that the ideas of time and space are not equally difficult of acquirement: space-relations are noted and remembered much earlier than time-relations. The idea of time is clearly harder; it requires a wider sweep of imagination, a higher process of analysis and discrimination to master the ideas

*From "First Steps in Mental Growth," by David R. Major, published by The Macmillan Company, New York. Used by permission of the publishers.

of "now," "to-morrow," "yesterday," "long ago," "next summer," than to understand "far" and "near," "on" and "under," "in front," "behind," "inside," "outside," and the like.

Another difference between the memories of the baby and those of the adult is that the former are sense-excited; they arise in consciousness immediately and directly at the suggestion of a sense-stimulus, while most of the memories of the developed mind appear in connection with other memories, images revived by other images.

It may be said generally that during the first year the child's memory-images are revived by some sort of sense-impression. At any rate, this was true of R.'s first year. His memory-images were called up by sensory stimuli: the name of an object was heard and the image of the object appeared in consciousness; a doll in the hand suggested the squeezing of it to hear it squeak.

(From the fifteenth month on, Dr. Major's interesting studies show that his child began to have ideas "pop into" his mind that did not seem to be suggested by anything he saw, heard, or felt at the moment.)

Another notable difference between the baby's mind and the adult's, a difference very closely related to that just considered, is the absence in the former of what are called "trains of imagery." In the developed mind, most of the images which flow into consciousness are called there in the train of other images. An idea appears in consciousness, the first calls up a second, the second a third, the second and third may revive new ideas, and we have what we call a train of imagery, often uninterrupted by outside stimuli. For example, one glances up from his work and notes a spring shower which suggests returning leaves on the trees, blossoms, flowers, Easter-day, church, a certain minister, missionaries, a certain friend in South America. The train of ideas from the sights of the spring shower to the South American friend flows on independently of outside influences—in the head, as we say. Trains of imagery are unknown, probably, to the child under two. He hears the word "ball," or "clock," or "hat," the idea of the object comes to his mind and there the process ends, unless the child happens to want the object named; while in the mature mind anyone of these words is likely to start a train of images. "Ball" may suggest the shape of the earth or a game of ball, and these in turn may call up any one of a number of other ideas; so with the words "clock" and "hat." The child's memory-images do not call up others for the reason that the "others" are not in the mind to be called up, and because the habit which ideas get of going in pairs or in series has not been formed.

During the first year and a half—probably during the first two years—the baby lacks, what in popular speech, is known as the power of "voluntary recollection." He makes no conscious efforts to recall past experiences, such as the adult makes when trying to recall a name which for the moment is forgotten. In infancy and early childhood, recollections and recognitions of former experiences are accidental, apparently; that is, they occur without conscious effort on the child's part.

In considering this fact, the question arose, at what age do children begin to make an "effort to recall" past experiences? How early do they try to recall, for example, where they leave favorite toys, or games which are well known, but which for the moment are forgotten? My observations were begun when the child was in his eighteenth month, and continued until there was unmistakable evidence that the child did make efforts to recall forgotten things—until "trying to remember" some forgotten thing came to be a frequent occurrence. The first observed instance of "effort to recall" appeared in the early days of the twenty-eighth month.

HOW TO HELP THE MEMORY

THE natural retentive power cannot be much increased by training. There is little relation etween the development of the memory and genral intelligence.

We cannot forecast that any given fact or experience can be so manipulated by us that the hild will certainly remember it, but what we now of the laws of memory makes possible the llowing:

§2. SUGGESTIONS:

1. Good physical condition, especially of rest, immensely increases the power of recollection.

2. Interest in a subject, guaranteeing attention, is likely to furnish material that will be remembered.

3. Vividness of impression increases the liability to remember, therefore sensory materials,

"the laboratory method," are helpful. What you touch, taste, smell, handle, change, care for, are anxious about, you will be sure to remember without trouble.

4. Association with old facts assures the sticking power of new facts.

5. Repetition of what has been learned clarifies and fixes. Seek opportunity to tread the same paths till they are worn into grooves.

6. Reasoning out what one is learning gives it a permanent place in life, because it has real meaning. Ideas are worth more than mere words. Rational memory is more valuable than mere verbal memory. What you understand you will remember well enough to make really useful.

7. In these days of libraries, filing-cases, and notebooks it is not so important to be able to remember as to know where to find things. The memorizers to-day are often the clerks; the men who reason are the masters.

8. Mnemonics, producing purely artificial associations are of limited value.

MEMORY-WORK WITH MARGARET

By Mrs. Rhea Smith Coleman

Memory-training goes hand in hand with sense-training. In fact, it goes hand in hand with almost every form of development. Differentiation of sounds, objects, and colors is all "memory," as well as sense-training. When we return home from walks, trips to the city, or calls upon friends, I ask Margaret to tell me what she has seen and heard. In this way she remembers what she has learned, and on the next trip she will recall the things which impressed themselves upon her mind the last time. When shopping with her I call her attention to a few things rather than have her get but a hazy idea of many. For instance, we go to buy a pair of shoes, a coat and a doll. When she reaches home she is able to tell her Daddy where each thing was purchased and what she has seen in each special store.

Margaret will often tell me a story of her play with little friends; with whom, where, and what they played. If, for example, they have played house, she will come home and tell me some such a story as this: "Mamma, we have been playing house under the big apple tree. Betty was the mamma, Jane the big sister. I was little sister and my dolly, Florence Nightingale, the little baby. We had a tea-party and I spilled my milk. Mamma rocked me to sleep. The baby was sick and Jane went for Doctor Billy. He came and took the baby's temperature. It was 102 degrees. He said Mamma should give her castor oil and make her stay in bed."

§2. THE STORY-HOUR HELPS THE MEMORY

Our story-hour has also been a valuable memory-drill, for after I have told a story to Margaret a number of times, she will tell it to me. Some of our favorite stories are: "The Three Bears," "Old Woman and Her Pig," "House that Jack Built," "Mother Hubbard and Her Dog," "B'rer Rabbit and B'rer Fox," "Cinderella and the Glass Slipper," "Little Goody Two-Shoes," "Peter Pan," "The Snow Girl," "The Three Little Pigs," "Tom Thumb," "Story of Florence Nightingale." Bible stories are very good.

When Margaret was one year of age I began to sing "Finger-Plays" to her, at the same time teaching her to make the motions with her own hands as I sang. She readily learned these gestures. Later on, when she began to learn poetry, she seemed to grasp the whole of the little songs at once, and many of them have eight verses of four lines each. Unconsciously the words had been impressed upon her little mind, so that when she could express herself she was able to give them verbatim.

§3. ABOUT VERBAL MEMORIZING

And this brings me to the subject which is generally taken as the criterion of our children's memory, namely, the ability to recite many rhymes and verses. I think this is not an altogether fair estimate, for I have a friend whose little girl seems to have a very good memory for things, if allowed to tell them in her own words, but who doesn't seem to want to learn verses word for word. On the other hand, some children are able to recite any number of verses of poetry and yet not recall happenings. The ideal, to be sure, is ability to do both. My method with Margaret in training her to relate events in her own words I have already described to you. Now I shall tell you how I have taught her to memorize rhymes and poetry.

First of all, don't force your Betty to learn rhymes; don't cram them into her little head, and don't attempt to teach them to her line by line.

As I have already mentioned, from the time Margaret was a small baby I have sung and recited to her many songs and poems. Before she was a year old, and still more in the second year, I recited Mother Goose rhymes to her, at the same time showing her the pictures. Now I recite to her poems of several verses, but I always choose those about things she knows and can understand. If there are lines she doesn't understand, I explain them to her through an object-lesson. Then again, I always recite and sing poems when there is occasion for them. Stevenson's "Swing Song" is given when swinging; "My Shadow" when Margaret discovers her shadow; "My Ship and I" when sailing her toy-boat at bath-time; Riley's "There, Little Girl, Don't Cry" when the dolly or other plaything is broken; Kingsley's "Lost Doll" when dolly is lost; "Jesus Bids Us Shine," as well as the popular "Smiles," when my little girl cries; Tennyson's "What Does Little Birdie Say" in the Spring when the baby-birds are in the nest; George Cooper's "The Leaves and the Wind," which tells of the falling of the leaves, on our walks in the Autumn; Holland's "Christmas Carol" just before and during the Christmas season; little songs from the Victrola records when the records are being played or when occasion calls for them, as in the case of the charming little song sung by Olive Kline:

"'Pretty little bluebird,
Why do you go?
Come back, come back to me.'
'I go,' said the bird,
As he flew on high,
'To see if my color
Matches the sky.'"

"Twinkle, Twinkle, Little Star" we say while looking at the stars; "The Moon," by Eliza Follen, when it shines in the nursery window at bed-time, and for good-night poems and songs, Riley's "Raggedy Man," Field's "Wynken, Blynken, and Nod" and Tennyson's "Sweet and Low."

I have recited poems to my little girl times without number, but I rarely request her to say them for me. Often, when occasion arises for some particular poem, she will recite the entire poem, perhaps for the first time. In this way she has learned over seventy-five poems without the slightest strain upon her mind or nerves. She has no recollection of having been compelled to learn anything, but only pure joy in having a story in verse which she can tell, about many things she knows and loves.

Then, again, I never urge Margaret to recite for guests. If she cares to help Mother entertain, very well and good, but she never feels that she is "showing off." There are many of my friends who are skeptical when I tell them Margaret knows seventy-five poems, because, as they say, "she has never recited them for me." But I am training my daughter not to be a "stage star," but that she may get from life the best and fullest that life has to offer.

PICTURES AND DRAWING

HOW TO INTEREST CHILDREN IN PICTURES

By Estelle M. Hurll

I remember very well the family amusement when my small brother came home from grammar school in a state of incredulous amazement that a certain playmate had never heard of Raphael. The youngster soon learned that there were many others in the same deplorable ignorance—and this in families whose culture was not questioned. People willing to spend money freely on books are often very stingy in their purchase of pictures. Anything is good enough to cover a bare space on the wall. As well say anything is good enough to fill a vacant place on a bookshelf. Far worse, indeed, because the picture forces itself on the attention willy nilly, while a book may be left unread.

§2. BEGIN WITH WHAT THE CHILD LIKES

It is too much to expect a very young child to like a picture because it is beautiful. The esthetic element is not to be reckoned with in his early picture experience. It is the subject which interests him, not the art in which it is embodied. His pleasure turns on what it is about, not on how it is treated. He has reasons of his own for his preferences, and some of them are rather hard to fathom. On the whole, however, they seem to grow out of very simple psychological principles, which we can analyze by careful observation. I recently asked a young mother what sort of pictures her little boy liked best. "Animals," was the prompt reply. I glanced around the nursery and saw a perfect menagerie of toys: horses, dogs, cats, bears, etc., in every imaginable form, from rubber and china to the most realistic skin and fur imitations. The father had begun in the child's infancy to bring home this sort of toy, and it was a natural transition from toy to picture. A girl baby's first and most common toy is the doll, and from this the most natural transition is to pictures of children.

§3. THE CHILD'S PLEASURE IS THAT OF RECOGNIZING SOMETHING FAMILIAR

If daddy is fond of yachting, the boy's first toys are likely to be boats, and so he is ready for any sea pictures, even Turner's. If Mother has a fad for gardening, the little girl trained in the love of flowers will naturally like pictures of flowers. In all such cases it seems to me quite plain that the child's pleasure is largely that of recognition. He is proud and pleased to be able to identify and name the object. You secure his interest in a picture by pointing out the familiar things. The other day I dropped a bank-book which opened at a small woodcut frontispiece of the "Institution for Savings"—not much of a work of art. My four-year-old nephew fell upon it eagerly. "Oh, see the house, isn't it cunning!" he exclaimed, gazing at the picture with the rapture of a Ruskin before the cathedral of Amiens. This of course was the sheer joy of recognizing a familiar thing. The mother might well take a hint from the episode. Here was a starting-point from which one might lead a child on to an interest in great architectural monuments. It behooves us to find out, first, what sort of picture a child likes, and if possible why, and then to gratify this taste in the most beautiful and artistic forms. If the child likes animals, give him Rosa Bonheur and Barye, rather than posters and Sunday supplements. If baby pictures are in favor, supply prints of Correggio and Bellini, Van Dyck and Sir Joshua, rather than a ten-cent picture-book. If it is flowers, fruit, boats, houses, search out pictures of those objects which have genuine artistic merit.

§4. BUILD ON THE CHILD'S CURIOSITY

As I count recognition, or identification, as one of the first elements of a child's interest in pictures, I regard curiosity as another. It is a pleasure to look at something which provokes

investigation. From pictures of domestic pets, which a child identifies so quickly, he passes with awe and curiosity to pictures of strange creatures which have never come into his ken: elephants, camels, lions, and all the rest. From pictures of houses and churches, such as he sees daily, he turns with inquiring eyes to views of beautiful Old-World buildings. Let the new thing be enough like the old to seem half-way familiar, yet enough unlike it to stimulate a fresh interest. The child must begin with what he can understand, but his thirst for knowledge gives him an eager zest for something a little beyond his understanding—not so far beyond it, however, that it is in outer darkness. The universal rule of progress is by one step at a time.

§5. NEXT WE COME TO STORY-PICTURES

As soon as the child is capable of grasping a composition of more than one object, or to put it more psychologically, of relating the various elements of a composition, he is ready for story-pictures. These may be illustrative of a text, like subjects from the life of Christ; or anecdotes in themselves, like the pictures of Sir John E. Millais. The child's imagination is now keenly alive, and affords him his finest enjoyment. The story subjects he likes best are of course drawn from his own little world. A picture of mother and babe is a familiar scene to him, and the world-old theme of the Madonna never loses its charm.

The story-pictures in which children figure are of peculiar interest, just as children's books are largely tales of children's doings. A child with an animal is a delightful combination in a picture—a subject unhappily not easy to find in good art. Velasquez's "Prince Baltasar on his Pony" is perfect. Velasquez also painted his young prince with his dogs; and other portrait painters, notably Van Dyck and Reynolds, have turned out charming compositions of children with their animal pets. Little Miss Bowles hugging her spaniel is one of the most familiar of this happy company. The child John the Baptist and the Lamb was a subject several times repeated by Murillo in some excellent pictures. By the same painter is a lovely picture, in the Madrid gallery, of the Christ-child playing with St. John and the Lamb. Murillo also drew groups of children at play directly from the scenes of the street and market—pictures full of story suggestion.

This theme of children playing together, like that of children with animals, has not been nearly so often treated as we could expect or desire. One finds most examples perhaps in the English portrait school of the eighteenth century.

§6. OTHER SUBJECTS

The next step, logically, is to compositions in which the child is associated with grown people. Such subjects as "St. Christopher Bearing the Christ-child," "Tobias and the Angels," "The Boy Jesus Among the Doctors," "The Presentation of the Virgin," illustrate this motive, and are all very common in the religious art of the Old Masters.

In carrying out the analogy between juvenile literature and art, we see that the child's interest is by no means limited to subjects in which children take part. Tales of love and adventure appeal strongly to the imagination and dramatic sense of boys and girls alike, and myths and legends are immensely popular with them. Happily there are good pictures of many subjects of this kind. Raphael and Carpaccio have given us "St. George and the Dragon," and Van Dyck, "St. Martin Dividing His Cloak with a Beggar." Giorgione has shown us Apollo in pursuit of Daphne, and Guido Reni has depicted the sun-god driving his chariot in the wake of Aurora. But even common, everyday affairs involving no thrilling adventures, may furnish story material to interest the child. Take Millet's works, for instance, of which children are especially fond. Many of Millet's pictures, it will be remembered, have to do with work, and children love to see things done: the seed sown, the potatoes planted, the butter churned, the hens fed, the water drawn, and the harvest garnered. Old Giotto, the first of the Italians to interpret human nature, was a born story-teller. It would certainly never have occurred to me to show his works to children, but I was much edified, at an exhibition of art photographs, when a group of little girls timidly asked me to explain the Giotto pictures, from the frescoes at Assisi and Padua. They had instinctively grasped the story quality, and with very little guidance were ready to enter intelligently into the meaning. The seventeenth-century Dutch and Flemish schools are full of pictures in a vein of homely realism which children readily appreciate. They suggest to a quick imagination all sorts of stories of every-day life: the goldsmith weighing his gold, the old market woman haggling over her fish or vegetables, the lady at her piano, and the cavalier with his lute. We look into the parlor, the chamber, the kitchen, the banquet hall, the tailor's shop, the inn, and imagine all sorts of things about their occupants.

§7. SUMMARY

We may summarize our suggestions as to the choice of pictures for children as follows:

Give them pictures of people in action.

Let the action suggest a story within their own experience or range of appreciation.

Use colored pictures whenever possible, if it is reasonably good color.

Ignore for the present the history of art, chronological order, reference to technical details.

For the sake of later impression choose pictures that are good if not great, honestly drawn, faithfully colored, sincerely conceived.

Avoid in the main the weakly sentimental, and postpone until adolescence explanation why a child of Murillo is greater than one of Bouguereau, why a Madonna of Raphael is finer than one of Max, why a Botticelli is more beautiful than a Landseer. All this will come better through the work in drawing in the school, where honest drawing and color and clear-cut purpose or sentiment in the actual work of creating beauty will give the child a good sound taste and the power of discriminating for himself.

PICTURES FOR CHILDREN

By Edith Riland Cross

Let us give our children special training in the early years of their lives, in the knowledge of beautiful pictures. Help them to enjoy the pictures in the home.

When our children were babies, we often talked to them about our pictures. As a result, they could point out such pictures as Raeburn's "Boy and the Rabbit," Sargent's "Frieze of the Prophets," pictures of the Boy John, the Aurora, Hofmann's "Head of Christ," several of the Madonnas and Sir Galahad.

It always gave them great pleasure when they would find these pictures in other homes. It also gave them an appreciation of art, and stimulated their interest and observation.

One day, my oldest boy, age five, pointed to the picture of Burne-Jones's "Golden Stairway" and said, "Mother, did they take that picture with a kodak, or did someone paint it?" Then and there we talked together of how prints were made from great pictures, and of the galleries where the originals are kept.

While teaching kindergarten, I had bought a large plain oak picture-frame with a hinged back so that pictures could easily be changed during the years. As I recalled this, I decided that it would be a good thing to have one in the home.

So I had two such frames made. The boys are so proud to have their own framed pictures hanging by their little white beds.

And it has been interesting to see the enjoyment they take in changing the pictures, and in making their own selections.

It has resulted in a good collection of pictures which the children add to as they find those that interest them. To this I have added many of the Perry and Brown prints which I had used in my kindergarten work, and we save the covers of different magazines that depict child life and activities.

I have noticed that the children prefer colors to the black and white studies. They care for pictures of people or animals rather than for those of inanimate objects. Boys like pictures showing strength, as knights and soldiers; while girls like those portraying daintiness, beautiful children, and ideal surroundings. Both boys and girls like pictures of activities and sports and once in a while they fancy a beautiful landscape.

Of course, to be honest, I must add that the pictures sometimes found in their frames are not always the most esthetic. For I have often noticed prints of the football heroes, in their season, the attractive advertisements for Campbell's soups, and posters for a coming circus. Yet it is best to let it be the children's choice.

Another suggestion which I have found helpful in the home is to have the pictures in the children's bed rooms or play room hung on a level with their eyes. It is surprising to see how much keener is their observation when this is done. Let the children climb up or be lifted up to see those pictures which are hung higher so that they can really study them. Always take time to help them understand pictures, for you thus begin their appreciation of art.

These suggestions could be carried out in any home, for, with the present wealth of good magazines, such a collection could be easily made, and at little cost, while a very inexpensive frame would suffice.

PICTURES FOR THE HOME AND SCHOOLROOM *

By Julia Wade Abbott

What are some of the problems of wall decoration? We have *learned* to hang our pictures low and nearer the level of the children's eyes. We often dull children's perceptions by having *all* the large pictures before them *all* the time. If the pictures have not been talked about or hung in different positions in the room, it is an interesting experience to take the children out of the room and question them to see if they have noticed the pictures at all.

Do you remember Penrod's attitude toward the pictures in his room at school?

"Roused from perfect apathy, the boy cast about the schoolroom an eye wearied to nausea by the perpetual vision of the neat teacher upon the platform, the backs of the heads of the pupils in front of him, and the monotonous stretches of blackboard, threateningly defaced by arithmetical formulæ and other insignia of torture. Above the blackboard, the walls of the high room were of white plaster—white with the qualified whiteness of old snow in a soft-coal town. This dismal expanse was broken by four lithographic portraits, votive offerings of a thoughtful publisher. The portraits were of good and great men, kind men—men who loved children. Their faces were noble and benevolent. But the lithographs offered the only rest for the eyes of children fatigued by the everlasting sameness of the schoolroom. Long day after day, interminable week in and interminable week out, vast month on vast month, the pupils sat with those four portraits beaming kindness down upon them. Never while the children of that schoolroom lived, would they be able to forget one detail of the four lithographs: the hand of Longfellow was fixed, for them, forever, in his beard. And by a simple and unconscious association of ideas, Penrod Schofield was accumulating an antipathy for the gentle Longfellow and for James Russell Lowell and for Oliver Wendell Holmes and for John Greenleaf Whittier, which would never permit him to peruse a work of one of those great New Englanders without a feeling of personal resentment."

We have improved somewhat since that day and we are all familiar with the carbon prints of good paintings that are found in almost every house. Yet one grows a little tired of "Sir Galahad," "The Children of Charles the First," "Madame Le Brun and Her Daughter," "The Sistine Madonna," etc. We must remember that in developing art-appreciation in children, the form presented, whether it be poem, story, song, or picture, must have some element that appeals to the *immediate interests* and *instincts of the child.* But in addition to this, there must be elements of *permanent* beauty that will help transform the naïve interest of the child into real appreciation. Color makes its appeal to all children, and the fact that billboards and comic supplements use this appeal in such a flamboyant fashion, makes it all the more important that we use colored prints.

What subject shall we select? It is more usual to find pictures of people and animals than landscapes. If the element of color were not present, landscapes would not appeal to children, but I have found that broad, pure color, found in the landscape more often than in other pictures, makes a distinct appeal. I have tested the appreciation of groups of children by taking them to an art-store, and having placed before them, on a large easel, picture after picture, without comment. In Minneapolis, these Middle-West children were particularly interested in pictures of the *ocean,* a commentary on the practice of literally minded people who would confine the curriculum to the child's immediate environment. One especially lovely landscape had bright blue sky, floating white clouds, green grass with a few red poppies scattered here and there, and the atmosphere of summer permeating it all. When this picture was put on the easel, one little girl gave a sigh of delight and threw her arms wide in a gesture of abandonment more significant than any words could have been.

What should be the general character of the large, framed pictures? From the art standpoint the landscapes should be decorative in character and broad and simple in effect. In pictures containing figures, the drawing should be good and the positions *restful.* Some pictures which are merely illustrations and which are very good in a small-sized picture do not bear enlargement and are not decorative enough for a wall picture.

Whether the subject is landscape or figure, the picture should make an appeal to the child's *imagination.* Just as all stories *about* children are not *for* children, so all pictures with children as the subject do not interest children. "The Age

*A Report prepared by Miss Abbott as Chairman of the Graphic Arts Committee of the International Kindergarten Union and presented to the Union. Used by permission of the author.

of Innocence" is charming to us as a delineation of childhood, but to children it is just a passive little girl. But "Baby Stuart" awakens that feeling for little, young tender things that many boys and girls of five have to a large degree, though they themselves have so recently ceased to be babies. I saw a little colored boy run up and kiss the picture and say "Dear little baby!" the first morning that the picture was hung low in the room in relation to the family idea.

The Knaus Madonna appeals to little children because there are so many pretty, charming babies in the picture. The *attitude* of the mother and child enters into the children's appreciation of pictures of madonnas, and I imagine the Sistine Madonna seems cold and strange to them. At Thanksgiving time, I used to show the children Millet's "Sower" until one little boy, more frank than the rest, said, "He looks just like a burglar!" And then, for the first time, I saw the picture as the child had seen it, and the slouch hat and undefined dark face were for the moment more striking than the fine action of the figure as a symbol of the satisfaction of human needs. We must strike a happy medium between pictures that are too classic for little children and the very ordinary pictures that one may find in magazines and too often in children's picture-books.

But very good pictures appear on the covers of some of our magazines, and we can make very valuable collections from many sources. We should remember, however, that we use pictures for two purposes: for the *giving of information* and for the *development of appreciation,* and the same kind of picture will not serve both purposes. Pictures of fruits and vegetables from a seed catalog might be very appropriate when the interest is in naming all the kinds of things the farmer has planted in his field, but when we approach Thanksgiving and the *interpretation* of the Harvest, we should want a picture that contained the beauty of the fields in Autumn and the human activities of reaping the grain as Dupré and Breton represented them.

The development of art appreciation in young children depends upon the presentation of the *right* art form *in relation to an immediate, emotional experience.*

THE BEGINNINGS OF ART FOR LITTLE CHILDREN *

By Walter Sargent

The human race has built up various means of self-expression. Each of these modes of expression furnishes an outlet for thoughts and gives them objective form. They also influence the kind of thinking and feeling and, to a degree, shape and determine ideas.

The Arts deal with aspects of experience and reality which language tends to neglect. They give added mental and emotional experiences, different in kind from those which come through other channels. By them this many-sided world gains new meanings.

In our companionship with little children our problem is to recognize the most important experiences which art study can give to children, and to keep these hoped-for results in mind, so that they will dominate the numerous details of daily method.

A comparison of drawing with language helps us to realize how drawing cultivates a new way of looking at things. Language uses words which are more or less arbitrary symbols, fitted to discuss relations, causes, and conclusions. The vocabulary is furnished by society. Drawing uses lines and color; terms which are suggested by first-hand experience with reality. Language relates things, drawing individualizes them. It thus furnishes another way of handling impressions.

§2. CHILDREN'S INTEREST IN DRAWING

There is much discussion as to whether children shall be taught to draw in mass or in outline. What is their interest in drawing? It consists partly in the fact that drawing is a way of handling and defining things. They are not so much interested in representing actual appearances as in presenting ideas. Outline is a convenient way of cutting objects out of the undifferentiated flow of impression and setting them forth clearly. The effect of mass presents really an adult point of view. It involves a thing in its setting or relations. In actual practice, children settle the question, for unless they are under the closest supervision, they draw in outline. Even in silhouette it is the edge which appears to interest them.

Children's drawings usually present a story. Attempts to teach them an exactness which checks this narrative interest are harmful. On the other hand, there are times when their symbols fail to

*Fundamental to any endeavor to help little children to express themselves through pictures is such a study as this, by Professor Sargent, of the kind of drawings and pictures that interest children. Read it carefully, pencil in hand.

satisfy, and when they need to be guided into new perceptions of form. Then instruction does not check the impulses of the children, but rather reënforces them. The best instruction as to how to draw is generally given by example.

§3. DESIGN IN THE KINDERGARTEN

The importance of the landscape drawing in the kindergarten is frequently over-emphasized. Historically, the representation of landscape for its own sake is a late development. Until recently, landscape was used in art as the setting for a story. Probably that is its best use for young children. A reasonable standard of attainment in drawing in the kindergarten should include the establishment of a habit of using drawing for narrative purposes, and some definite teaching of a graphic vocabulary.

Another important result of art-study is that which design furnishes in giving acquaintance with rhythmic patterns. Designs are not merely decorative arrangements. They are also schemes for seeing and interpreting. A feeling for fine spacing is seldom developed in young children. They need suggestive examples in order to give them good types of arrangement. Highly conventionalized forms, such as Coptic or Aztec designs, are full of suggestions for children. Considerable material will be found in the reports of the United States Bureau of Ethnology.

Much design has grown out of playful experimentation with appearances and experiences. Design should include a decorative interpretation of stories, games, etc., in much the same spirit that games and folk-songs often give a playful or musical interpretation of occupations. Design should be so taught that what children produce should be in part an evolution from their own experiences and not simply an adoption of abstract patterns.

§4. CHILDREN'S LOVE FOR PICTURES

In addition to drawing and design, a third art influence is that of pictures. A picture has two elements: its story and its form. Young children are interested mainly in the story. They fall in love with some pictures. They talk to them and live in their scenes. Their imagination is stimulated and they identify themselves with the characters in the pictures. These occasional affections for certain pictures furnish good points of departure for picture-study.

One secret of developing appreciation of art is to start with what one likes, and then become acquainted with the best of that type. There is need of further experiment to discover what good pictures children most generally like. The interest of children in narrative should be taken into account. Their often-criticized liking for the comic supplement of the Sunday paper depends partly on this interest. These pictures generally present progressive stages in a story. Illustrators of children's books should utilize this device.

Conscious interest in fine art comes much later than the kindergarten. It is generally awakened in us not directly by works of art, but by the help of someone who enjoys art and in whose discrimination we have confidence and whose enjoyment, which we realize is genuine but beyond ours, we would like to share.

§5. IMITATION AND INITIATIVE

Any teaching of art must take account of the initiative instincts of children. Some instructors fear that they may check originality. Consequently they hesitate to draw for children or to express their own choices in matters of design.

Children's imitative tendencies are not simple affairs. Many factors are involved, but we can usually tell by the results whether the imitation is a stimulus or hindrance to originality. Imitation and originality are closely related. In fact, each is necessary to the other. For example, the dramatic impulse is based on mimicry, but is a potent factor in self-discovery and development. There is a sense of power in expanding one's personality to include that of another. Our ideals are usually suggested by persons and then imitated. Thus imitation is closely related to the development of character.

In matters dealing, as esthetics do, with the emotions, imitation has special significance. Professor Josiah Royce says, "With the aid of certain deep and instinctive tendencies to assume imitatively the bodily attitudes or the other expressive functions of our fellows, functions which may be in part internal as well as external, we are able to share the emotions of others even when these emotions relate to matters that lie far beyond our own previous experience."

Children imitate and therefore absorb not only the technical habits but also the esthetic attitude of the instructor. Methods of instruction are valuable, but esthetic appreciation is contagious. If we have a genuine love for art, it tends to awaken a similar emotion in the children with whom we come in contact.

DRAWING AND COLORING BY LITTLE CHILDREN

By Mrs. Bertha Payne Newell

All children go through a scribble stage in drawing. In it the enjoyment, like that of their play in blocks, sand, clay, and cuttings, is largely pleasure in their own movement. Their joy in the marks made has not much to do with picture-making. By and by it dawns upon them that the moving arm makes the trailing line go in certain differing directions, round and round, back and forth, up and down.

The next step is when an *accidental* picture is made. Then he tries to get the resemblance again and again. Not very successful, nevertheless, he is started on a new road, that of *choosing certain movements to get certain results which he foresees.*

He has learned that the wonderful things that others draw for him are not the results of some mysterious hocus-pocus, but are produced by some such purposeful guidance of the pencil as he himself is now striving after. Gradually he learns to tell his ideas of things in simple outlines: a circle with two downward strokes for legs is a man, a "peaky" roof and two downright lines are a house. The four-year-old is usually in this stage of the drawing art.

Do not be afraid to exercise your own slender skill for your children. It will be a great incentive to them to try their own. Suppose you have told them the old tale of the Three Little Pigs. Draw for them the straw house, the brush house, and the brick house; or the three beds of the three bears, for which three lines each will suffice. Remember it is the story aspect of the pictures that a child delights in. Let your pencil talk, saying, for instance, "Here is a man, here is a dog following him. Here is a bone the dog finds. Now they are going over this bridge. Here is their house," etc. In this you will enlarge his power of representing what he has seen in lines, just as you improved his speech through imitation.

§2. OTHER STEPS IN DRAWING

After the simplest outline stage, the third stage in drawing is in added detail. Bodies now intervene where earlier the legs sprouted directly from the head. Buttons on coats, eyes and mouths in faces, fingers on ends of arms, hats on heads, chimneys on houses, and similar details are signs of progress.

It will be noticed that these items are all connected with *use*. Buttons fasten coats, hands are to grasp with. Steps lead up and one enters houses by them, and so on. But still we, as the children themselves, should not be too fastidious in our demands for grace or likeness in their productions.

§3. MATERIALS FOR PRACTICE

Nothing is so productive of freedom in the use of line as blackboard drawing. The arm swings freely across it. The eyes and fingers are not strained by too fine emotions. It is easy to get a blackboard in a toy or department store. School and kindergarten supply-stores carry them, and also slated canvas to tack on the wall. A green prepared board is to be had that is much more pleasant to the eye than black. This may be bought by the square foot.

Since the free-arm movement is the easiest, the surest, and the one demanded by most writing teachers, it is important to begin with it, not with a finger-movement that will have to be unlearned in schools. So, Mother, give your youngster large, soft pencils and large sheets of cheap paper, or better, a blackboard, and see that he does not grip crayon or pencil with tense finger muscles.

I used to enjoy the babies of the kindergarten at play with the chalk and blackboard. Francis used to amuse himself while waiting for his mother to come for him by traveling the length of the long board, leaving "trolley wires" in his wake. Then he drew up-and-down marks at intervals, which I interpreted to be poles; later he added more horizontal lines for tracks. So far he was partly enjoying his power of making long lines, and exercising his legs in walking back and forth. One day this ceased and he toilsomely drew an oblong on one of the lower lines and carefully traced a slanting line to connect it with the upper line. This was, of course, a trolley-car. And as his mother and I knew, this was his first piece of *real drawing.*

Encourage all such developments; talk with children about their drawings, and listen to what they tell you. *Draw for and with them.*

§4. CUTTING PICTURES

One of the constant delights of children is cutting. Just to see the scissors snip off bit after

bit and to look curiously and see if by chance each piece may *mean* something, this is the main purpose at first. Then it dawns on the cutter that a turn of the wrist will make a piece of a certain shape, and the use of scissors as a picture-making tool begins. The process of drawing with the scissors is described further in the BOOKSHELF.

Cutting out pictures from the advertising pages of magazines may be made very delightful, if you will let the children make a temporary art-gallery on the nursery-door. A three-year-old nephew used to do this with a large varnish-brush and a dish of varnish as tools. I used to find the door plastered over, as high as he could reach, with the pictures that most took his fancy. Of course they peeled off by bedtime, but that did not matter. It was the *doing* that he was after.

The cutting is of course roughly done, and for that reason it is just as well not to place them in a scrapbook permanently; meanwhile the rough cutting is a training for later, more accurate use of scissors.

§5. PAPER COLOR-FORMS

THE THREE-YEAR-OLD child is lacking in the muscular control that is needed to manage water-colors with any degree of skill; moreover, his ideas of form are still so undeveloped that simple drawing answers better to express his picture of most objects.

But the love of color is strong, and may be satisfied and trained in other ways. The rather heavy kindergarten colored papers lend themselves to cutting and pasting. Colored crayons are useful to draw with or to use in coloring printed pictures.

Here is a device that I have used to good effect. Give a child a sheet of manila paper and three strips of brown or black paper, one long and two shorter of equal length. Ask him if he can lay a picture of a table with these strips. When this is done let him paste each strip in position. Give him some pieces of red, yellow, and orange paper, on which you have drawn the outlines of apples, pears, oranges, and bananas, which are ready to be cut out and put on the table.

A piece of brown wrapping-paper may be cut in the shape of a dish and the fruit cut out and pasted in it.

Draw a large tree with brown crayon on a piece of smooth wrapping paper, fasten it to the wall or door with thumbtacks, or to a drawing board. Give the children red apples of smaller size to paste on the tree. Draw or cut a big basket under the tree and let them "fill" it with fruit.

When the leaves are turning red and yellow the same plan could be used for making a picture of the maple and oak tree. You can cut quantities of leaves at once on a folded piece of colored paper.

Cut bluebirds from some model that you may find in a magazine. Let the children paste these, as if flying through the sky, hopping on the ground, perched on a bough of the tree, which has been drawn for them on a big sheet of paper. For special occasions, these bluebirds may be strung on black thread and festooned, as if flying across the room.

You can outline birds, children, roses, sunflowers, pumpkins, houses, and what not, on wrapping or straw-colored manila drawing paper and let the children crayon them. Of course they will scribble outside the lines, but when they have cut them out, these blemishes may be snipped away.

A bird-book is a great delight to children because of the colored plates. They can look these through before choosing their colors.

NATURE STUDY

NATURE STUDY FOR LITTLE CHILDREN

By Augusta M. Swan

When Froebel was looking for a name suitable for his system of education, he did not call it "Child School," or "Child House," but "Child Garden," and he intended that the "gardener" of the kindergarten should be the teacher herself.

Nearly half of Froebel's Mother Plays deal with the things of nature. At one time he said, "A little child that freely seeks flowers and cherishes and cares for them in order to wind them into a bouquet for parents or teachers cannot be a bad child, or become a bad man. Such a child can easily be led to the love, and to a knowledge of his Father—God—who gives him such gifts."

Love of nature is the heritage of childhood. It is a tendency in every child of every land, be he black, white, or yellow.

All nature is akin to childhood; birds, animals, flowers, insects are all beautiful to children, even the "lovely crawly caterpillar," and the "creepy snail."

We all know how a dog will allow a child to stumble over him, recognizing the action by only an expression of long-suffering indifference; he will stand all kinds of teasing which he would not tolerate from an adult.

There seems to be a silent but mutual understanding among young animals of all kinds whether they have four legs or two.

As primitive man opened early scenes of his life among the wonders of nature, so the child needs the experience of the race in nature wonder and play. All natural phenomena are matters of personal interest to the young child; and towards the moon, stars, sun, and rain he feels the inherent interest of the race.

It is well to be able to tell the children the names of the plants and flowers they bring, and to awaken in them a longing to know more of the wonderful life of the bird, bee, and other insects.

Children love the stories of animal and plant life; they love nature because they are a part of it. It is a good thing for children to collect specimens; how they revel in the woods no matter what season it may be! What can be more joyous than to gather acorns, nuts, and berries in the autumn woods? Will not the children be interested to know that acorns grow only on oak trees, and that they are the seeds of the oak as well as food for squirrels?

We may have only a vacant lot near, but if so, we possess a whole plant colony for,

"In the mud and scum of things,
There always, always something
sings."

How many different weeds grow there? Why can some grow there, while others are unable to do so?

One of our most delightful kindergarten excursions was the suggestion of a child, to see how many different kinds of clovers we could find, and no one seemed bored. We need not be surprised if questions of real scientific value be asked by the children—"Why do people call those white flowers dogwood?" was the thoughtful inquiry of one of my kindergarten children.

"How do birds fight snakes?"

"What is the grease inside the buttercup used for?"

"Is it true that only female polar bears hibernate?"

"Why does the mullein have such a fuzzy coat?"

This shows a spirit of real inquiry.

How the child's imagination grows as he pictures the building of the nests, the return of birds and insects! Their songs become part of his nature, and give strength and sweetness to his life.

To cultivate direct observation, to enlarge the growth of character, to stimulate the imaginative powers, in other words to see things, to know things—does it not seem worth while?

Who knows the inspiration given to an embryo artist, poet, or scientist, when we wander with the fairies through the meadows and woods, enjoying with them the concert of insect, bird and breeze?

LESSONS IN MOTHER NATURE'S KINDERGARTEN

By Mary Francis Davis

One of the greatest privileges which a mother can enjoy is awakening and developing a love of nature in her children. This can be done by devoting a small amount of time each day to the concentrated observation of flowers, trees, birds, clouds, snow and other beautiful offerings of nature. Mother Nature herself will outline the yearly program to be followed.

During the winter months, when much time is spent indoors, the hours may be improved by telling stories of animals, birds, ants, and bees, and showing pictures of these useful friends. There are many interesting things to be seen outdoors on winter walks. It is easy then, when trees are bare, for children to learn to recognize them by their barks. This is a good time to discover and examine nests which the birds deserted when Jack Frost told them to fly to the warm Southland. When snows come, catch some hard dry flakes on a slate, and let the children examine the beautiful crystals. Speak of the snow as a soft white blanket covering the tiny seeds which are down in the ground waiting to grow.

Then comes Spring with her helpers, the March winds, the April showers, and the warm sunshine. The children can be outdoors more at this time, and love to romp with the strong March wind, which is sweeping and blowing the dead leaves about. Watch for the first wee green shoots as they peep through the ground, followed soon by crocuses, daffodils, bloodroot and the tiny woods flowers. It is a great joy to be able to take children for walks in the woods at this season, but the little city boys and girls need not be denied the fun of seeing the little seeds awake. Try this interesting experiment.

Give each child a sponge, and have him moisten it and place it in a saucer in a sunny window. Then sprinkle it full of ordinary mixed grass seed or, if you keep a canary, and have bird seed, use that. Do not tell the child what will happen, but let him watch for the changes that will come. Bring pussy willow stalks, and branches from other bushes into a warm, sunny room, and observe the budding of the flowers and leaves.

Lead your little children to think of the April rains as kind helpers, and repeat to them "Come listen to the pitter patter of the April showers." In these verses we have the thought of the April showers bringing out the sweet May flowers.

As the spring and summer birds and flowers come, tell the children their correct names. It is a splendid plan to collect pictures of familiar birds and flowers, and paste them in scrapbooks on rainy summer days. These books will help the children to remember their summer friends when Jack Frost and winter come again.

As autumn comes on, notice the party dresses of gold and red which the leaves put on, and watch the flowers change. Many seeds are falling from the flowers and trees to the ground.

Then the autumn leaves flutter down and warmly cover the little seeds, which are ready for a long sleep, after their happy summer. Notice that most of the birds have gone, the squirrels have finished gathering their nuts, and are staying in their warm hollow trees, and the little woods animals have found cozy nooks for their long winter naps. Watch for the first signs of frost on the grass and ice on the puddles. Then with the first snowfall, winter has surely come, and our cycle of the seasons is complete.

In addition to the physical benefits gained by spending more time outdoors, children will gain a broader understanding of the processes of Nature in these lessons and, more important, a new bond of sympathy and interest will be formed between the mother and her little ones.

GARDENING

By Mabel R. Young

"Oh, Painter of the fruits and flowers,
We thank Thee for Thy wise design,
Whereby these human hands of ours
In nature's garden work with Thine."
—*Froebel.*

Down deep in every child heart is a love for his mother-earth. How a child enjoys making mud-pies, digging holes, or just sitting in the dirt, working it with his hands! Often the mother thinks more of the soiled clothing and dirty hands than of her baby's developing love of Nature, but why not leave him happy and free in a garden all his own?

If you are fortunate enough to have a yard, by all means let your child have a little corner of it; if you happen to live in an apartment, a window box or a flower pot would make a fair substitute. On the window-sill where the brightest sunshine enters, the box or pot should be placed. Here the little tots can sow the seeds, water and care for the plants as they develop. What a delight to watch the first green shoots burst forth and the tiny green leaves appear! In the window garden, bright-colored or sweet-scented flowers are the best, nasturtiums, sweet alyssum, and pansies from seeds; or tulips, hyacinths, and jonquils from bulbs.

But if your child can have a garden of his own, let him prepare for planting by himself. The ground must be dug and raked over, for which he will need a garden set, easily procured at small cost. Allow him to choose his own seeds or plants, even if his choice differs from your own. My small son took about a dozen sprouted onions from the pantry and planted them as a border around my pansy-bed, but he has experienced more joy from those onions than I could have from a hundred posies.

As the seeds sprout and the plants grow, let your child enjoy them to the full. Tell him stories about his garden, the sun which warms it, the rain that moistens it, and the earth that feeds it. And when the blossoms appear, be sure he picks them to his heart's content, yet always making use of the flowers. Show him what beauty and sweetness they add to a room.

A child, in caring for his garden, weeding, watering, and loosening the soil, will learn all the wonderful returns Nature gives for the work and the care she exacts.

And as the garden blooms, your child's heart and mind will also unfold. He has learned from his little garden more than you could have taught him in words; he has learned the lesson of growth and development, of work and its reward, of beauty in all things, and of God, the Giver of all good.

WALKS AND TALKS

By Elsie F. Kartack

We were in the garden one morning, shortly after my arrival, John, Mary, Bobby, and I, Mother had gone away for a vacation.

The garden was beautiful, and we were quietly enjoying all its loveliness when suddenly Mary cried, "Oh, there's an ugly old toad, I'm afraid of it!"

John and Bobby ran toward it in eager anticipation of destroying it.

"I hate toads," said John with a vengeance.

"I'll step on it," exclaimed Bobby at the same time.

I was just in time with my "Wait, Bobby. Why are you going to kill it?"

"Because I hate it," he answered.

"And why do you hate it?"

"It's ugly."

"Oh, is it? I don't think so. Let's take a better look at it. Why, see, it has beautiful jewels on its back, and look here at its gold-rimmed spectacles."

The children looked surprised.

"Suppose we sit down and watch it while I tell you all about it," I continued.

"Don't do that, you'll get warts." This from John as I reached out to stroke the toad. "No, you won't," I replied. "Not any of the books that I have ever read about toads say that you get warts from stroking them. The toad likes it and he sometimes sings a song, just as a cat purrs when it is stroked. Do you see the pouch under his mouth? That swells as he sings. He cries, too, when he is hurt. There are different kinds of toads. The tree toad becomes the color of the surface on which he finds himself so that people or animals cannot see him."

"I wish I could do that when I'm playing hide-and-go-seek," said Mary. "Well, you see the toad can do some things that you cannot do," I replied. "Let's hear some more about it," exclaimed John, breathlessly moving closer to the toad. "The mother toad lays the eggs in the water and covers them with a jelly for protection. After they are hatched, they are called tadpoles." "Are those little black things that swim around in the water tadpoles?" interrupted Mary. "Yes. They live in the water six weeks and then they lose their tails, grow legs, and swim to shore. After that they live on land. When a toad wants a new suit he splits his old one up the back, pulls it off, rolls it into a ball, and swallows it and there he is in his new suit." "Really?" the children all exclaimed at once. "Yes, really," I replied, "and I have left the best for the last. The toad is one of our best helpers. He eats all the insects that would destroy our crops and flowers, so is very valuable to the farmer and gardener. If unharmed, he will live for years in our garden. There is one very old toad who spends his winters under my stone steps at home, and every spring I look eagerly for him to come out and he has not disappointed me yet," I ended.

Mary moved nearer. "I don't believe I'm afraid of you any more, nice old Mr. Toad."

"Say, Bobby," said John, "let's be good to this toad and then he'll stay and maybe some day we'll see him change his coat. Anyway, we can take him into partnership in our garden work."

ANIMAL FRIENDS

By Mrs. Helen Y. Campbell

The child's animal friends will find no small place in his Nature training, and no child should be without such, and especially pets, to care for and learn to love. The first instinct of the tiny child toward the lower forms of animal life is usually as fearless as it is destructive, and the discovery of a hapless insect or a weakly fly is usually the signal to "dead it," much as he tears his picture-book to pieces in the newly discovered delight of being able to use his hands. Toward the higher forms he feels more or less antagonistic and works experimentally, with a sense of unusualness and a certain amount of fear —the friendliest doggie or the most inoffensive puss has his hair tugged and his tail pulled unmercifully, partly from curiosity to see what he will do. Close acquaintance brings more confidence, and the suggestion that he gives pain or destroys a happy little life, a more humane attitude.

But only when the child has pets, and is thereby in touch with their daily life and needs, does he feel quite in sympathy with them, and then they are his most cherished friends. His friendly and faithful doggie, who will join him in many a romp, and eagerly accompany him in all his walks, will be his first chum. He will delight to watch the kitten's frolics, see it take its morning bath, and lap its milk; and to supply a pet bird with food and drink and daily tub. To watch the fowls run for the titbits he scatters for them, and to search in the wake of the cackling hen for her warm, newly laid egg in the nest, and to stroke and listen to the peeping of the tiny fluffy chicks, and watch the anxious, fussy care and furtive glances of the clucking mother-hen. He will delight to watch the munching and the milking of

"The friendly cow, all red and white,
I love with all my heart;
She gives me cream with all her might
To eat with apple-tart."

and later the child will find great pleasure in and learn much from feeding and caring for his own doves, rabbits, and guinea-pigs.

WORK AND PLAY IN NATURE STUDY

By Mrs. Bertha Payne Newell

One of our main objects with children of primary-school age is to develop a sympathetic interest in the creatures and aspects of Nature that are close to them. The best means of doing this is by observation and conversation about the things noticed

Drawing, painting, and modeling should be used to assist in observing more closely and in seeing the most significant things, and, in the case of the landscape, trees, flowers, birds, and the like, to give them a chance to express their feeling for the beauty of the things they see. Sometimes the

brush or pencil may tell a dramatic story, as when a mother-bird feeding her young is the subject, or the squirrel chattering his displeasure from the limb of a chestnut tree at intrusive human beings.

Nature surrounds us with such wealth of experiences that we need only to select those phases that a child can best appreciate. We may either (*a*) take children to the things, as to the orchard for fruit-study, and to the woods for bird-study, or (*b*) bring the things to them, such as a squirrel, frog's eggs, a rabbit, etc., or (*c*) let them tend the things to be studied, as in the case of garden-plants, pets, and insects.

Conversation, both free and purposely directed by you, will be a factor in the acquisition of knowledge of the habits, appearance, and structure of the things of Nature. Let us beware of telling children things in these talks that they already know, or things that they can see for themselves. Said a teacher one day, at the close of a lesson on the cat, "What does a cat wear to keep her warm?" No answer came to this useless query. To elicit the reply desired she said, "Why, children, don't you know?" No answer. "Well, does a cat wear feathers?" "Goodness me!" said a small girl in a back seat. "Didn't you ever see a cat?"

§2. AUTUMN STUDIES

PLANT LIFE

Fruit

Fruits as food seem an appropriate study. Make a trip to a fruit-stand, if you live in a city. Note each kind seen. Go to a dock or freight house where peaches, grapes, apples, etc., are being unloaded.

What part of the fruit has the plant packed most carefully away?

Cut the apple across and note the horny pockets in which the seeds are stored.

Have all fruits seeds? Peaches? Plums?

Crack the pits of some stone-fruits and find the kernel. Plant some peach pits and apple seeds in a flower-pot.

Examine garden fruits in the same way—tomato, squash, cucumber—and save the seeds from ripe specimens.

Take a walk to see what wild fruits you can find. Crab-apple, thorn-apple, rose-hips, bittersweet and wild grapes we found on one such walk, not far from the city limits of our second largest city. Holly, bramble, service-berries, and "sand berries" are found farther south. Plant seeds of such fruits as you want to cultivate.

Expression

Art: Paint fruits singly or in groups.
Model fruits.
Paint trees with fruit, if you have seen them.
Draw pictures of orchards, farmers hauling loads to town, boats being unloaded at a dock, freight-cars at a platform, or any scenes relating to gathering, packing, transporting, and selling fruit.

Making: Build a dock and carry fruit (beads) in home-made boat.

Writing: Write for children a list of all the fruits seen. Do this as they watch you, using a charcoal stick on a large sheet of paper, or crayon and blackboard, that they may watch the swing of your arm.
Let them write the names of those they have seen growing, or of those they like best.

Reading: Short lesson dictated by children written as above, similar to this:

The apple has seeds.
The grape has seeds.
The rose-hip has seeds.
The peach has a seed in the stone.
The plum has seeds in a stone.
The apple seeds taste good.
The grape and the rose seeds are hard.
The plum and the peach seeds are bitter.
The plum and the peach seeds taste like almonds.
All the fruits seem to have seeds packed in them.

This lesson might be typed so that the children can keep it.

Seed Dispersion

The fruits loved by men and animals get their seeds scattered and planted by being carried or eaten. Seeds of cedar-berries, grapes, and blackberries, dropped along fences, are evidences of birds as planters. Peach trees spring up where we have thrown away the stones. But there are other ways in which seeds are scattered. Notice the flying dandelion seeds with silky sails. Hunt for milkweed pods, and see how delicately beautiful is the packing of the brown seeds with silky sails, all neatly laid straight, and then how wonderfully they unfold as a puff of wind lifts the silk, and away they go. Walnuts often roll down sloping banks into the water. I have seen dozens

floating downstream, far from the parent tree.

Other seeds have wings as finely veined as a butterfly's. See the ash and maple-keys as samples. Other seeds have less pleasant ways of getting out into the world. Our setter dog comes home from one of his scouting trips with his ears stuck full of burs. Our dresses are decorated with Spanish needles after a tramp across lots. And so the seeds sail, and fly, and roll, and steal rides like hoboes.

Expression

Art: Paint milkweed pod, spray of rose-hips, goldenrod in seed.

Making: Gather flower and vegetable seeds from garden. Make envelopes for each kind and label and put away.

Reading: Read names of plants from blackboard and give short lesson on what they have noticed of seed dispersion. This can be expressed in their own words, written by you on the blackboard, as indicated in the study of fruits, and read by them.

Writing: Write names of plants in labeling packets of seeds.

Grains as Food

Question where our white and brown and corn-bread come from. To country children this is well known; not so to town and city children. If you cannot visit a farm where wheat and corn are grown, try to have some sent you. Examine the ear of corn, noting the arrangement of kernels in rows, the depth of kernels, and the number in a single row.

Shell and grind between stones as Indians do. Examine wheat or oats, noting beard and husk and hollow stem. Cut straws and save to use for plaiting and stringing. Grind grain in your coffee-mill.

Get pictures of grain-fields, harvesting, water-wheels and windmills. Refer to uses of corn by Indians. Feed to chickens. Make mush of corn-meal.

Let children cut pictures from cereal advertisements and other sources, to make a picture-book of foods as a summing-up of the study of fruits and grains as foods.

Expression

Reading: "Story of the Little Red Hen," the Bookshelf, vol. 2, page 53.

Writing: List of grains children know: Wheat, corn, rye, oats, and barley.
Verse of one of the old songs in the ring-games: "Oats, peas, beans, and barley grow," or "Would you know how does the farmer?"

Drawing: Wagon loaded with corn going to mill.
Farmer cutting corn, cradling wheat
Indian woman grinding corn.

ANIMAL LIFE

Birds

As leaves fall, empty nests are to be found. Get them and carry them home. Notice weaving, materials, and shape. The robin builds of mud-thatch. Note use of roots, horsehair, feathers, and down for lining. Why? Look for a hanging nest of an oriole.

Migration

Where do they go in winter? Do any stay?

Food

Watch them on the dry seed sprays, tree branches and trunks. What do they get there?

Insects

Pick up any caterpillar you may see on your walks. Find them on their favorite food-plants. Get sprays of these and put in a small bottle of water to keep fresh. Make a caterpillar cage of a small wooden box with netting over the top. Put earth in the bottom and place the caterpillars and bottle inside and watch them eat and crawl. Watch the cocoon-making, or hanging in pupa state. Look for cocoons on willow trees especially. Save until spring. Look in crevices of bark and under stones and logs for insects hibernating.

EARTH AND SKY

Weather

Notice need of warmer clothing. What do the animals do in winter? The horse gets longer, thicker hair. The squirrel stores nuts and the like. The bear goes into winter quarters. Notice the effect of frost on plants. Show the thermometer. Experiment by warming the bulb slightly, and then cooling. Explain the degrees and let the children learn to count from zero by twos. Take a record every morning of temperature.

§3. WINTER STUDIES

PLANT LIFE

Potting bulbs, care of house-plants.

ANIMAL LIFE

Care of pets: squirrel, rabbit, bird, cat, dog. Notice habits, mode of eating, gait (walk, leap, hop, etc.).

Visit a dairy, note the care of the cows, cleanliness, feeding, watering, and milking. Care of milk and process of bottling. Transportation of milk to the city.

Play a dairy game. Measure in gills, pints, and quarts; use toy-money, which the children can make, and reckon in cents, nickels, dimes, and quarters.

What else do we get from cattle? Hides furnish leather; hoofs give glue; horns are used for knife-handles, buttons, etc. Visit a butcher-shop, and see the various cuts of beef. Buy some, to prepare for beef-tea or soup. Learn to read scales on which it is weighed. Refer to Indians' and Eskimos' use of meat, drying and curing. Refer to shepherd life in the visit to the dairy. Cheese, milk and butter, as we make them and as the shepherds made them.

Birds

What kinds have you seen? Make a list. Paint those you have seen. Trace from the colored plates and fill in with crayon or water-color.

Put out crumbs on snowy mornings and watch quietly while the birds eat.

EARTH AND SKY

Weather

Continue reading the thermometer, making a weather-chart for a few weeks. To do this you may mark off a sheet of cardboard into two-inch squares, seven squares in a row, and four rows for the days and weeks of each month. Let the children paste a yellow circle in a square for a sunny day, light gray for a cloudy day, dark gray for rain, and white for snow.

At the end of each week they can look over the chart to see what the week has been. The temperature can be recorded on each disk, taking it at a certain time each morning.

Head the month with its name and let the children paint landscapes showing bare trees to decorate it, for a headpiece or tailpiece. At the end of the month let them count the sunny and cloudy days.

If the children have never made rock-candy, or studied snow crystals, it would be well to do it now; and if they have a small collection of minerals that show crystallization, now would be a good time to add to it.

Notice the position of sun at noon, its late rising and early setting.

§4. SPRING STUDIES

A happy rivalry between the members of the family is often set up as to who can discover the first and the most signs of Spring. The first hint of green in the grass, the first tint on the willow, the first croaking of frogs, the first robin's note, or the first glimpse of him proudly strutting across the lawn and daring you, like the Irishman at Donnybrook Fair, to "tread on the tail of me coat"—all these and many more are announced at the breakfast table by the early riser.

We adapted this interest to our calendar by tiny picture-hints of the revelations the day brought forth. A few dashes of green in the square for the day meant green grass; a tree flecked with green was the willow; a frog cut from a picture was pasted on the square for the day his note first sounded; a yellow crocus recorded the opening of the first garden-flower, and a dandelion told of the coming of field-flowers.

Keeping the record serves to sharpen the interest and make it constant, because it is something definite to do. If it is kept in writing, point is given to learning new words. This might be done for the younger children by the single word written large on a sheet of paper, to which others can afterward be added, with the date.

Or you can write from the children's dictation the complete sentences:

I saw a robin to-day.
Helen saw a bluebird.
Mother saw a flicker.

Or again:

The frogs are croaking.
Robins are singing.
The willow is green.
The grass is green.
The maple is red.
The sky is blue.
The sun is warm.
Spring is here.

PLANT LIFE

Get out seed-packets and start some in window-boxes or in pots. Some might be put in pots of the children's own clay modeling, and baking in the oven after days of sun-drying.

Draw a plan of the garden, using a foot-rule to measure square or oblong spaces. Divide as seems best into spaces for different plants.

Get the garden plotted on the ground, using yardsticks, laying off a space possibly two yards square, or 1 x 2 yards. Stake the corners and mark with string, ready for spading by stronger arms. This planning and plotting is good number-work.

Continue soil-preparation and planting when the weather is settled.

What are the things seeds need in order to grow?

What do they need after they have sprouted?

After interest has been roused in these questions, put pot-sprouted beans or oats in the sun without watering, and one in a closet (dark), and water. Record in writing the results. Notice leaning of plants to the light. I asked a class of five-year-olds why they did this, and they replied blandly, "They want to look out of the window." The answer was derived from their own feelings and was poetic and practical. I let it go, but they corrected their judgment after watching the plants bred in the dark.

The story of the life from seed to "the full corn in the ear" never grows stale. Said a six-year-old as he picked up a little oat plant with fragile rootlets and delicate green sprout, washed from the lawn into the path, "Oh, now I know how a little grass grows!"

Give attention to tree blossoms and fruit and seed formation.

Paint the same bit of landscape as it passes through distinct phases. Do this very simply, even crudely.

Begin a calendar of spring flowers, writing their names and painting them as they appear. Tie these in a booklet. Make a cover and decorate it with a design in the corners, or with a border across the top and bottom.

ANIMAL LIFE

Paint birds, study from colored plates, watch nest-building, if possible. Learn some of the notes and calls.

Continue interest in pond-life, restocking aquarium with frogs' eggs, tadpoles, and fish.

Continue study of cocoon, moths, butterflies, going farther into study of habits, feeding, crawling, flying, and noting how they are equipped with proboscis, structure of legs and wings, as well as markings. Distinguish the *feathered* antennæ of the moth from the slender "feelers" of the butterfly. Paint and draw.

Let the child assume the proprietorship of a setting hen. Nothing can be more rich in interests than the anticipation and realization of the coming off of the fussy mother and her brood. Note the length of setting-time. Build a coop. Study proper foods. Model and dry and bake a drinking-dish. Note structure from time to time, number and use, or non-use, of toes; how placed; eyes and lids; how do they move in winking? Contrast down and feathers.

If rabbits can be raised in a hutch, it will be another joy, and a source of observation and study as well.

EARTH AND SKY

Continue weather record, reading thermometer daily.

Learn to know direction of winds.

What do the winds do? Blow dust, dry clothes, fill sails, and send ships on their way, blow clouds across the sky.

What does rain do? Waters flowers, starts seeds, washes sky clean of dust, washes walks, roads, makes muddy walks and roads, softens soil in fields, carries trash along the gutters, deepens ditches, carrying sand, earth and clay from banks. Where does it leave this material? Notice a rushing, muddy stream and see what happens when it strikes a level. Mud and sand are deposited in a *bank,* or *bar.*

This is the time we all love to go out in the rain. Let the children be dressed for it, and go out and play, splashing in pools, floating leaf boats in ditches, damming swift currents with stones, sticks, and mud. If it stirs the fancy, encourage them to tell you a story about the rain, perhaps it may even run into verse. The story might go something like this:

The rain is falling.
The rain is making little lakes.
It is running in the gutter.
It is running faster and faster.
It is carrying sticks and leaves.
I want to make a boat.
I want to sail it on the stream.

Expression

Making: Build a coop. Whittle sharp stakes for garden-markers. Make a boat of a shingle or a flat board. Make a bird house of a small wooden box, by boring a large hole with an auger, enlarging this with a small, pointed saw. Fit a board to the open side of the box, leaving it long enough for a perching platform. Paint a dull color or green. Make small trellises for beans and

peas of thin strips of wood. Make a windmill and weather-vane of cardboard or wood.

Make rakes by driving long finishing-nails through a one-inch squared strip of poplar or pine. Support the strip so nails can be driven clear through to form teeth. Measure the strip first with a ruler, and put dots at the inch-and-a half points, to marks nail-places. Nail a long strip at the middle for the handle.

Modeling: Flower-pots, chicken, eggs, rabbits.

Drawing and Painting: As indicated above.

Reading and Writing: As indicated, with ample variations and additions. Such words as are needed to tell what they wish to denote, such as: seeds, bird, robin, flicker, tree, maple, sap, willow, grass, flower, rain, moth, cocoon, feet, wings, feathers, fur, house, roof, corn, oats, beans, hen, chicks, water, sun, wind. Also actions, such as: fly, run, creep, hop, crawl, walk, swim. With sentence-making they will gradually learn the adjectives, adverbs, prepositions, and connectives most commonly used, such as: the, some, here, to, with, for, by, etc., with the pronouns, we, he, she, I, they, etc. These are so constantly repeated that they are soon learned by repetition, while the nouns denote meaning so vivid that they are remembered by association.

Number: Counting by twos, through use of thermometer.

The number twelve and its permutations—two sixes make twelve, six twos make twelve, three fours make twelve, four threes make twelve. In twelve there are two sixes, six twos, four threes, three fours. Half of twelve is six, one-third of twelve is four, one-fourth of twelve is three. Two and two and two and two and two and two make twelve. This is found in the use of the ruler in measuring book-covers, the boat, windmill, etc., and made easy of rememberance by drill as games. "Show me the middle of your ruler. How many inches between that and the right-hand end? The left-hand end?"

The yardstick offers problems, using the number three and its multiples. How long is your garden plot? How wide? How far around it? Tell in yards, in feet. How long are the paths? How long a walk can you take around and across it both ways? How much string will it take to mark it off?

This use of number as measure makes it the servant of clear thinking. It follows upon the recognition of number-groups, which began in the third year and has gone on ever since. Spaces too large, too long, too indefinite to hold in mind are graspable when broken up into a comprehensible number of known number *groups*. Thus a yard becomes a length made up of three ruler lengths, the ruler is broken up into perfectly comprehensible inch spaces of which two sixes make the total, etc. A "lot" of things—seeds, beads, blocks—can be apportioned fairly between a group of children when they are counted out, and in the same way a "lot" of seeds in the apple or orange becomes a definite quantity when broken up into known groups, as so many fives, twos, or fours.

Numbers then become useful tools in daily life. And so they should be taught in the kindergarten and during primary years. Nature-study offers natural opportunities for their use. Let the children measure the growth of their beans from day to day or week to week. Ask them to measure a maple twig when it has been two or three days in leaf. Record it and measure again in a week. Let them measure each other, the room, anything, everything, when they have once been aroused to an interest in the ruler and yardstick as a tool and plaything.

§5. SUMMER STUDIES

The life of insects, bees, wasps, ants, earthworms, is a good field of interest now. They will repay observation of their ways.

The interrelation of bee-people and flowers offers a fund of fact, and fancy has decorated it with poems and stories. From the latter, however, the true has to be sifted and the fanciful enjoyed as such.

The garden still demands weeding and watering and its fruits are being enjoyed. Soon the round of the year will be filled out when seed-time comes again. Tree-houses offer safe perches for human nestlings. Flowers are gathered and presented in handfuls to friends. Daisy-chains and clover-wreaths and leafy headdresses are furnishing occupation for idle hours in the heat. Outdoor building is resumed. Tent-life is again popular. Open-air cooking is in vogue. Shows in the barn and in tents are reaping harvests of pins and pennies. Let us help the children live the life of play and play-work. Live it to the full. There are none too many summers, and who dare say ours are any more important than those of the Golden Age of Childhood?

Suitable outdoor occupations are: Painting, drawing, cutting, doll-dressing, carpentry, and modeling, and the never outgrown sand-pile caps the list.

Ball-play, outdoor dancing, and croquet are social games in which young and old may join.

Did you ever help damatize a fairy-tale outdoors? Try "The Sleeping Beauty," "Snow-White," or, if older children take part, a scene from "Robinson Crusoe," or "Robin Hood."

A STUDY OF A RABBIT *

By Charles B. Scott, Ph.D.

This is an excellent example of the best type of formal study of an animal. The formality would be more or less necessary in school. Without so much technicality of approach the mother can learn much from this article as to the thoroughness and variety of knowledge possible by consecutive observation of a household pet.—*The Editors*

The domesticated rabbit is selected, because it is so common and so many children have made a pet of it and have observed its habits; because it can be easily obtained and kept and its life and habits can be readily observed; because a rich literature, mainly of folklore, has been gathered about the rabbit, and because it is an excellent type-animal and starting-point for the study of its many relatives, the "gnawers" or rodents. Another good type-animal easily studied is the cat.

On account of the dependence of the child on his senses, we avoid mere talking or reading about the rabbit, the first and greatest fault in much nature-work, and make every effort to have him see as much as possible; we emphasize and begin with and build upon that which he can see; and omit or merely touch upon and leave till later that which cannot be seen. Because of the necessity of relating the rabbit-study to what is already in the child's mind, we begin with that in the rabbit which is most closely related to the life of the child and most appeals to him; so we dwell on its home and home-life, its need of protection and the care of its young, and other characteristics which show "how akin they are to human things."

§2. PREPARATORY WORK

Have two rabbits in a large wire cage several days before beginning work. The observation of habits, on which much later work is based, requires time. Have, if possible, a large tray of sand in one corner; occasionally let the rabbits out in a room.

Feed three times a day. In the morning give them a handful of hay or dry clover, and a little of such green food as is in seasen; about noon, some good oats or meal; at night, more green stuff and hay, if that which was given in the morning is all eaten. Rabbits are very fond of green food, but do not let them have too much, and care should be taken that this is quite dry. No green food is better for rabbits than parsley and the tops of carrots, the roots of the latter are eaten with much relish. Besides these, lettuce, the leaves—or, better still, the stumps—of a cabbage, turnips, and parsnips can sometimes be given them. It is commonly believed that rabbits do not need water. They certainly do, at least when their food is dry, and when they have young rabbits to be fed.

Position.—What is Bunny's position when lying down or sleeping? Where and how are his legs placed? His ears? Does he lie just as the cat, or dog, or cow, or horse does? Are his eyes tightly closed when he is asleep? How does he sit? How does he stand when watching or waiting for food, or when listening?

Movements.—How does he move about his cage? About the room? (Observe carefully and tell exactly.) How many ways of moving about does he have? (Walking, hopping, and jumping.) Does he make much noise when he moves about? Why? Notice the kind of tracks he makes (in damp sand, or, in winter, in snow). How does he dig holes in the sand?

Eating.—What does the rabbit eat? How? Have the children feed him. How does he gnaw the wood of his cage? Are his teeth like any of your teeth? Are they all alike? What is peculiar about his upper lip? Watch him eating, and see the use of this kind of upper lip.

Senses.—Watch the movements of the rabbit's ears, particularly when there is a sudden noise, and observe their position at different times. Does he move them as the horse does? What is the use of having them so large? Can he hear well? Can he see well? Watch Bunny's nose, particularly when food is brought near. Can he smell well?

Cleanliness.—How do the rabbits keep clean? Watch them wash themselves and one another, and find out exactly how they do it. Do they wash just as the cat does?

*From "Nature Study and the Child." By permission of the publishers, D. C. Heath & Company, Boston.

Disposition.—Are the rabbits fond of one another? Watch and see what they do to and for one another. (Play and eat together, wash each other's faces, go to sleep close together.) Do they fight one another? Are they gentle or rough? Are they timid or easily frightened? Are they trustful when we are kind to them? Are rabbits all alike in disposition, or does each have his own traits, just as boys and girls do? Try to discover the distinctive traits of disposition of the rabbits under observation.

§3. LESSON I

HOMES AND HOME LIFE

To-day we are going to find out all we can about Bunny's home.

Material Needed.—A box of earth in which Bunny can burrow, and pictures of wild rabbits in the woods, or even of the woods alone; pictures of the burrows of rabbits or other similar burrowing animals, such as the prairie dogs, will be helpful in impressing facts.

Step 1. *Domesticated Rabbit's Home*

To give the children the right point of view, it may be well to begin the lesson by asking about homes, bringing out briefly the necessity for protection from rain and cold, and for food and care; the special care given to the children, and, most of all, to the baby; the mutual love, helpfulness, and forbearance, which really make the home. Now let us study the rabbit's home.

The House of the Rabbits.—Where and how they are kept. (In cages or loose in yards.) The construction of the houses or cages, to insure protection, fresh air, and cleanliness. Use of cages in protecting rabbits from weather and from animals from which they cannot protect themselves. Contentment in these when Bunny is well fed and cared for. How they escape from them by gnawing the woodwork or burrowing under the walls. How, when loose, they sometimes make burrows for themselves, or hide under buildings, or in brush piles, or under low-branching shrubs and trees, or in tall grass.

Care of Rabbits.—Importance of cleanliness. Feeding them. What, how, when? Importance of often giving them their liberty, letting them run about. How they appreciate kindness shown them; how affectionate and trustful they sometimes become.

Home-Life.—How affectionate they usually are. How pleased to be with one another when placed together after separation. (It is often asserted that a rabbit, accustomed to the company of others, will pine and soon die if kept alone.) How they huddle together when resting or asleep. How they play and frolic together, particularly when let loose. Their scrupulous cleanliness, usually; how they wash themselves and one another. The care of their young.

Step 2. *Their Houses*

They have no boys to make houses for them; they make their own by burrowing. The tame rabbit, in a box of earth or loose in the yard, may show how the rabbits dig their burrows. The burrows are said to be in a zigzag, to make it harder for other animals to get in; in the side of the hill, when possible, to facilitate the removal of the earth, and to have several openings for escape. Because of the social instincts of the rabbits, the burrows often communicate, forming a "warren," in which scores may live together. The mother often digs a special burrow for her young, trying to find a dry place in light, sandy soil, enlarges the bottom for a "nursery," and pulling hair from her own body, makes from it and dry leaves a comfortable bed for her babies. It is said that she often remains with them two days without any food. When hunger compels her to go out, she carefully covers the opening.

Their Enemies.—They are found in every direction; owls and hawks swoop down from above; weasels, foxes, hedgehogs, and domestic cats catch them in, or dig them from, their burrows; man (the most cruel of all, because he kills them for mere sport and not to satisfy his hunger) chases them with hounds. Appropriate here will be a story illustrating the occasional sagacity of the rabbit in outwitting the hounds, or a story from "Nights with Uncle Remus." See also "A Life of Fear," in John Burroughs' "Riverby."

§4. LESSON II

HABITS, POSITIONS, AND MOVEMENTS

Aim.—Much as given in Lesson I. We have learned about the homes and home-life of the rabbits. To-day we will see how much we have learned, and how much we can learn, with our own eyes, about their habits and the ways in which their lives resemble ours.

Step 1. *Positions*

When at Rest.—Draws himself together into a furry ball, his back arched, with the highest point back of the middle, his head drawn in close to the body, his ears turned more or less backward, his eyes only partly closed, his feet under him so that they scarcely show.

When Asleep.—Sometimes in above position.

More commonly he stretches his body out full length, turns on one side with his hind legs extended and his head resting on his forepaws, his ears lying back close to the body with the openings always turned outward, and with the eyes always, apparently, partly opened. Rabbits often sleep or rest close together, with their heads on one another.

When Sitting.—Sits with the hind legs doubled under him and the forelegs straightened, thus raising the forepart of the body, and with the ears erect, or with the body resting on the hind legs and the forelegs quiet or used as hands. When feeding, he often assumes this position or the next.

When Reaching for Food or Listening.—Often stands with body stretched out full length, resting on the hind feet or toes, the head extending upward and forward.

Compare the positions with those of the cat. Notice that their position, whether reclining or sitting, is usually such that they can spring up instantly, that the opening of their ears is always turned outward, that they hear very slight noises even when asleep, and that their eyes never seem to be entirely or tightly closed. Why is this so?

Step 2. Locomotion

Walking.—Watch Bunny in his cage or where he has little room to move about. Recall, or better, show, how they walk, moving the two legs alternately, and then how they walk on "all fours." Why do they move the right arm and left leg and left arm and right leg together? Compare with the walking of cat, horse, or dog. Bunny does not walk much.

Hopping.—His usual means of locomotion when not frightened or hurried. Best seen when rabbit is loose in the room. Have the children tell or show how rabbits hop. If they hop on "all fours," they will hop as the rabbit does. The forefeet touch the floor one after the other, then the hind feet are quickly brought forward together.

Jumping.—His means of movement when hurried or frightened. Notice how softly and quietly he comes down and how his feet spread out. Can only be seen when he has room to jump. It is difficult to see just how he does it. How do the children jump? The rabbit does it in much the same way, moves his forefeet forward at the same time, then quickly brings his hind feet forward so that they are outside and in advance of the forefeet, making a jump of a yard or more. A little sand or even chalk-dust scattered on the floor over which the rabbit hops and jumps may show the marks he makes, which the children may often see in the snow.

Adaptation for Locomotion.—Which legs are the longer and stronger? Why? Why do the hind legs, the portion most readily seen, double backward, like the joint at our ankle, while our legs have the main joint, at the knee, doubled forward? Is there any advantage in this arrangement when the rabbit hops or jumps? Compare with cat, dog, and horse. Why is it easier for the rabbit to hop or jump than to walk? How are his feet and toes arranged and covered to prevent jar and noise when he moves?

Step 3. Playing, Burrowing

Playing.—Nothing probably will so impress on children the similarity between rabbits and themselves, "how akin they are to human things," as watching their frolics. The rabbits the writer observed had great frolics in the schoolroom after most of the pupils had left, playing "leap-frog," "tag," and other games, and acting like two happy, active children.

Burrowing.—As this is so essential in the life of the wild rabbit and many other animals, it will be helpful if the children can see exactly how they burrow, digging with their forefeet, and pushing the earth away with their hind feet.

§5. LESSON III

HABITS, FEEDING, WASHING, AND SENSES

Aim and Preparation.—As in Lesson II.

Material.—Living rabbits which have not been fed for several hours. Food, such as cabbage and carrots, to show how they bite off food and how they gnaw. Water for them to drink.

Step 1. Feeding

Child's Eating.—Have children tell, and perhaps show, how they eat their food, biting it off with the sharp, flat biting teeth (incisors) in the front of their mouth, and grinding it with the broad, grinding teeth at the back. Have them feel the shape of the two kinds of teeth. They can eat almost any kind of food. Have them note that they move their lower jaws up and down and sideways when chewing.

Rabbit's Food.—Leaves, vegetables, bark, etc., not meat or grain, but food which must be bitten off.

Rabbit's Eating.—Have pupils tell everything already observed about the rabbit's way of eating. Give rabbits cabbage. Note how they often eat together from the same leaf. Note position, commonly reaching up or sitting on hind legs. How does the cleft upper lip aid them? How

do they bite off the cabbage? Note carefully number and character (chisel-like sharpness) of front of incisor teeth in each jaw. The rabbit moves his lower jaw up and down and sideways, and from front to back when he chews, much as the child moves his jaw. It is difficult to see the back or grinding teeth. If necessary, tell children that the rabbits have five or six grinding teeth in each half of each jaw. Compare with food and way of eating of cat or dog. Does the cat or dog have any teeth which the rabbit does not have? (Canine or dog teeth.)

Gnawing.—Perhaps pupils have already observed the rabbit gnawing the woodwork of his cage or home, or have discovered evidences of his gnawing power. Try to ascertain exactly how they do it, how they use their teeth in the process, and how the teeth are fitted for gnawing. They may gnaw the carrots.

Adaptation.—How the rabbit is fitted for its food and way of eating. Reason for the long, chisel-shaped, sharp front teeth. Advantage of having the lower jaw move up and down and from side to side and from front to back, somewhat like our jaw, but moving more freely.

Step 2. Drinking

How does the child drink? Pours or sucks water into his mouth. How does the cat drink? Curves the tip of its tongue into the shape of a spoon, and laps or draws the liquid into the mouth. How does the rabbit drink?

Step 3. Washing

How do children wash? Need soap, towel, comb, brush. Do they keep as clean as Bunny? One great reason why he is a pet is because he keeps so clean. How does he do it without soap or towel? How many of the children have their hair well combed or brushed? How does Bunny's fur look? How does he keep it looking so well without comb or brush?

Bunny uses the bottom of his foot, with its stiff hairs, for brush and comb, and his tongue for a wash-cloth or sponge. Licks with his tongue parts which can be thus reached; washes face and other parts with paws; holds down ears with hind paw, and washes with tongue or front paw.

This is an interesting step to the children, and will repay careful, patient observation.

Compare with the way in which a cat washes herself. Very similar.

Step 4. Hearing, Smelling, Sight

Need of Keen Senses.—To aid in escaping from enemies.

Hearing.—Recall how people put their hands behind their ears to help them hear better, and how they turn their hands and ears toward the sound. Some of the children may have noticed how horses turn their ears toward the sound.

Note how the rabbits lift up their ears at a sudden sound, and how the ears are turned with the opening forward and outward. Try to test acuteness of hearing. Note position of ears when Bunny is quiet, resting, or sleeping. Reason for having such large ears.

Sight.—Eyes seem to be partly open, even when rabbit is sleeping. Why? Our eyes are in front and in sockets. Rabbits' eyes more at sides and are large, "bulging out" more. Why? It is said that the rabbit can see behind and at the side better than straight before him. It must be difficult to close the eyelids over eyes that are so large and protruding. (The belief that rabbits cannot shut their eyes is the basis of the story, "Brother Rabbit and the Ginger Cakes," in Joel Chandler Harris's "Daddy Jake.")

Smelling.—Constant motion of nose. Watch nose when cabbage or similar food is brought near. Does the rabbit's sense of smell seem to be good?

Summary.—How do Bunny's ears, eyes, and nose help him?

NATURE STUDY FOR OLDER BOYS AND GIRLS

By the Hon. E. W. Butterfield

(With additions by the Editors)

There comes a time in his development when the child imitates the useful activities of adults as he sees men and women engaged in the various industries. Here identification of objects, without relation to other things ceases to be sufficient. The wild flowers, trees, and common animals are so well known that other elements of interest need to be emphasized.

Home gardening being a creative process and one affording satisfaction through its results is particularly educative. The occupations which produce food, market gardening, fruit raising, general agriculture, and canning industries, if visited and explained, are among the most valuable aids the teacher has for these boys and girls.

Growing out of these creative-constructive en-

terprises and hence intimately related to them are such topics as insects, plant and animal diseases and their causes, soils and their relation to plants, weather observations and forestry.

§2. WEEDS

THE COMMON weeds should be listed and studied with methods for their eradication. For this reason they should be listed as annual, biennial or perennial.

§3. ROCKS AND SOILS

HOW CRUDE, disintegrated rock is modified by plant and animal life. How lichens, moss, brambles, ferns, saxifrage, heath, juniper, grass, and bushes are seen growing on stones, ledges, and gravel banks. How decaying vegetation accumulates in shallow ponds, stagnant rivers, forming muck. How trees and leaves fall and decay in the forest, forming leaf mold and rich soil. How earth worms eat decaying leaves and mix dark and light soils. How running water separates the fine from the coarse parts of soil. How brooks cut a way through banks, carrying the material down stream, dropping some of it in sand bars, some in fine silt in stagnant places. These and many more topics are appropriate during these years in both the fall and spring.

§4. EXCURSIONS

To forests, streams, bogs, ponds, pastures, stone quarries, ledges, and walls to get specimens of vegetation growing in places where there is little soil, such as (a) on rocks and ledges, (b) on stumps and decaying logs, (c) on living trees.

Get samples of rock waste, sterile soil, pasture turf, garden loam, decaying wood, leaf mold and muck. Bring in soft and hard rock and rock which has lichens or moss growing on its surface.

The boys and girls should be taken to gravel banks, plowed fields, rocky pastures, forests, meadows, bogs, ponds, rivers, and brooks; (a) to note changed character of vegetation in different situations, (b) to see soils of different kinds and how they are being modified by frost, water, plants, animals, and man. See how earth worms, ants, woodchucks, and squirrels mix deep and surface soil.

§5. WEATHER

QUANTITATIVE observations are now increasingly possible. With these should be studied the clouds and their meaning.

§6. INSECTS

STUDY and list common, beneficial and destructive insects, with methods of extermination.

§7. GARDENING

DURING these years there should be for all boys and girls home projects of good size. These projects should be made to produce food usable and salable. For all pupils there should be fall work in canning and preserving.

§8. PROPAGATION

IN RURAL schools there is a real opportunity to make nature study valuable and to improve the school ground by setting out fruit and shade trees and caring for them.

§9. LOCAL INDUSTRIES

GO TO any place where water power is used to drive machinery and see how the river is located, how dams and canals are built.

Notice how ledges are cut through by the river forming gorges, or how the water flows over rapids or undeveloped falls.

The simple industries are best to study. A sawmill or grain mill is likely to be available. Get the miller to show how corn is made into meal. Then pound dry corn or grind it in a mortar, separating the fine parts. Study the corn kernel by cutting it with a sharp knife until its different layers are seen. In a sawmill see the way logs are sawed and the grain of the wood. In paper mills get samples of pulp and try to get answers to such questions as these: Why are spruce and poplar and fir used? Why not use pine or oak? Relate the paper used in school to the tree in the forest, or the flour used in the bread to the wheat fields, or the cotton handkerchief to the cotton fields.

These are the true ways of *going from the near at hand known to the remote related unknown.*

THE SCHOOL

WHAT A MODERN SCHOOLHOUSE SHOULD BE *

By Thomas D. Wood, M.D.

The school site must be accessible, well drained, quiet, and safe; usually it should not be more than a mile and a half from the most distant home. In addition to the space occupied by the building, there should be from fifty to two hundred square feet of playground per child, unless a public playground is adjacent or opposite to the school.

§2. THE SCHOOLHOUSE

The building itself must be adequate in size to provide for present needs, with a little extra space for the demands of the near future. In construction it should be as nearly fireproof as possible, although the location, size, and height of the building will determine whether this must be absolute or not. Ample means for exit in case of fire must be provided. All doors should open outward.

Comfort must be considered for pupils, teachers, and other employees. The structure must be well ventilated by an approved method; properly lighted both naturally and artificially; supplied with satisfactory toilets and wash bowls, with suitable rest rooms for teachers; with provisions as surely with ample room or rooms for the health service.

Floors are best when made from well-matched hardwood boards of good quality. Frequently a floor of concrete will have been laid below this. A bare floor of concrete, however, is not to be approved since it gives rise to injurious dust. For young children, especially in the kindergartens, battleship linoleum is best for the floor surface.

§3. LIGHTING

Every room must be abundantly and correctly lighted.

While some detailed problems of school lighting are not yet fully settled, the main requirements essential to the health of children are, nevertheless, well established. The best standards approve of windows of good width, extending to the ceiling (or as close as is possible), and arranged to permit light to reach the pupils from the left. While north light is recognized as the most uniform, many favor locating the windows on the east and west sides of the building so that sunlight may enter the room sometime during the day.

Artificial light is least harmful when the *semi-indirect system* is used and the source of light is shielded so that it does not shine directly into the eyes. Cross-lights and danger of eye-strain arise from using both artificial and natural light at the same time, and teachers should do all that is possible to avoid this. Walls and shades must be of pale, but glareless material. The light grays, greens, and tans are preferable. The blackboards must be dull-finished.

The rooms for the younger children should be on the lower floor.

Portable schoolhouses and one-story buildings are simply smaller units as far as approved arrangements are concerned.

§4. WARMTH AND FRESH AIR

Ventilation and *heating* should be considered together. The essentials of good air to be provided by proper heating and ventilation in schools are very simply stated as follows:

(1) The temperature should not be above 68 degrees Fahrenheit when the outdoor air is cooler than this.

(2) There should be sufficient movement of air to provide good circulation without cold drafts.

(3) The air should be clean and free from all avoidable dust and unpleasant gases or odors,

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either from nearby industries or from unclean bodies and clothing of pupils.

(4) Slight changes of temperature, even of one to three degrees, provide a useful tonic effect upon the body.

(5) The air should have as much of the outdoor quality as possible in the classroom.

Recently an exhaustive study has been made and a report on this subject published by New York State Ventilation Commission. It recommends as most efficient, simple systems, particularly the open-window methods, or the modified window ventilation. High humidity, although it saves fuel, is uncomfortable for the pupils. Certain important educators have openly expressed the opinion that the success of the so-called fresh-air or open-window classes depended largely on the fact that excellent ventilation and natural humidity were assured. Every one recognizes the importance of the open window in schoolroom ventilation, as is shown by the so-called open-window "flushing period," which is often used several times a day to assure a renewed supply of fresh air in cases where a complicated heating and ventilation system will be thrown out of order if windows remain open all the time.

§5. SEATS

Seats, whether portable or stationary, must be of dull finish and must fit the individual pupils. It is customary to slant the top of the desk about fifteen degrees. To be reasonably healthful the height of the chair should permit the pupil to rest his feet squarely and comfortably upon the floor with the knees at right angles; the chair seat should be so shaped that the pupil will not easily slide forward; the chair back should support the back so that the child may comfortably avoid slouching or slumping; the desk should be low enough to permit him to write in a comfortable position, but high enough to permit the correct position of foot and knee.

§6. SANITARY FACILITIES

The standard for toilet articles must depend on whether flush closets are possible to install or not. In any case, the toilets for boys and girls should be as far apart as feasible, with entirely separate entrances, and no possibility of communication. Young children require specially low seats. A desirable standard furnishes one toilet seat for every fifteen girls, one for every twenty-five boys, and one urinal for every fifteen boys. The best location is in the basement; the room must be kept dry, and dampness and moist floors should be avoided. If outhouse toilets must be used, they should be fly-proofed, well ventilated, and easily cleanable. The old trench type of toilet is not approved.

One wash-basin is needed for every fifteen or twenty children and there should be available hot water and paper towels. Some type of soap other than cakes is needed to prevent transmission of disease germs by the common and dirty soap cake. The fixture which dispenses a little soap powder is at present the best. No adult should be permitted to use the children's toilets, especially where the buildings are used for the meetings of adult groups, even though an extra set need be installed. If the situation is unavoidable, the toilets should be thoroughly cleansed and disinfected before children again use them. The choice of sanitary equipment must be made on the basis of ability to stand hard usage with the least possible damage, and of affording the most hygienic method of caring for the fixture. Some toilet fixtures cannot be used because they get out of order too easily.

§7. THE GYMNASIUM

The gymnasium requires good light and air because here take place the vigorous activities that should produce health and not promote the inhalation of unhealthful dust and, possibly, bacteria. Adequate equipment for ordinary sports and exercises is needed. A good quality of apparatus is always cheapest in the end. Expert advice is essential in planning and equipping a satisfactory gymnasium. The floor should be made of carefully chosen hardwood, well laid. Adjoining the room should be separate shower rooms for boys and girls. Those for boys should be placed in an open room, the showers and drying room to provide 20 square feet per shower. Closed shower booths should be provided for the girls, 3 feet, 3 inches by 3 feet each. Dressing-rooms should also be provided for the girls, preferably the collapsible type surrounding each block of three lockers. The boy in no way objects to showers in an open room, but such a construction is most annoying to girls, and unless suitable closed shower-booths and properly curtained locker-sections are provided, the girls will not use the showers. Each pupil should have a locker for storing street clothes during exercises and for storing the gymnasium suit between exercise periods.

§8. OUTDOOR EXERCISE AND PLAY FIELDS

It is a crime not to provide reasonable space

for play and game activities of children. Health, character, and mental development come through play as well as in other ways. The preferred place for play is out of doors and the playground space must therefore be adequate. Modern school standards, especially in the new junior high schools, require generous provision of playground to permit exercise for every pupil. Instead of the old-fashioned calisthenics we have increasingly the newer, more interesting, and more efficient free and directed play and games, which serve the same purpose through educationally sound and inspiring methods. Natural rhythms, folk dances, and other exercises for developing skill and self-control, as well as strength, are also taught. All of these require ample space, but no more space need be allotted than is necessary to produce effective dividends in health, in mind, and in character. In elementary schools, playgrounds should be on the same lot as the school building, and should furnish as a minimum two hundred square feet for each pupil in action.

§9. SPECIAL CLASSROOMS

Where special classes for defectives are needed in schools, somewhat different provisions must be made from the ordinary classrooms, depending on the type of class. Such groups must be provided with facilities differing from the regular classroom equipment. Study of the special needs of the cripples, the mentally handicapped, and the conservation-of-vision groups, will very quickly persuade people of open and understanding minds of the fairness and wisdom in providing at any reasonable additional cost the special equipment in instruction needed.

§10. HEALTH SERVICE ROOMS

Health and medical service, to meet the school's needs satisfactorily, must have suitable, well-lighted rooms, preferably adjoining the office of the principal, who may assist the health program in various ways and who should be conveniently near. The dental hygiene room may also be located here with advantage. Minimum furniture for the health office consists of couch, scales with measuring rod, first-aid equipment, supply cabinet, and record filing-cases.

These rooms likewise provide a temporary quarantine for cases suspected of developing contagious disease. Therefore, it must be possible to isolate this suite from the rest of the building, for airing and cleaning. How much room or how much equipment is needed depends chiefly upon the extent of the health service and the size of the school. The ideal suite consists of waiting-room, examining rooms, dental room, dressing-room, and a toilet and wash-bowl with hot and cold water. A rural school should always contain at least one small room which can be used for isolation purposes when necessary.

§11. CARE OF THE SCHOOL PLANT

The school plant should be attractive and should be as clean and well kept as the most sanitary home in the community, for much of the child's day is spent there and he should not only be in sanitary surroundings but he should have a certain pride in possession and use of the school.

WHY YOUR CHILD SHOULD GO TO KINDERGARTEN

By Julia Wade Abbott

Every child should have the privilege of beginning school in a kindergarten. A kindergarten is a group of twenty or thirty children from four to six years of age, working and playing together under the skillful direction of a teacher who has had as complete a course of training as any other teacher in the elementary school. The kindergarten room is large and sunny, and fully equipped with play apparatus and play materials. Small tables and chairs are grouped informally about the room. Large blocks, paper and scissors, paste, crayons, and clay are within easy reach in low cupboards. A work-bench and tools are available. Children work together in small groups on the floor, or seated at the little tables. Gathered about the piano, with the teacher, they learn to sing the best of children's songs. They hear the choicest of good old traditional stories and rhymes, which are real literature. They are shown interesting pictures in beautiful colors. With the kindergarten teachers they take long walks and excursions. They learn about flowers and trees, birds and animals. They visit the fire-engine house, make friends with the policeman, see men building houses, men buying and selling, men working in the fields, men running street cars and trains and automobiles. They become familiar with the workers

of their world, and reproduce in their play the life of the family and of the community.

§2. CHILDREN LEARN THROUGH THEIR EXPERIENCES

In addition to the kindergarten excursion, the children spend much of their school time in the open air. Slides, sand boxes, seesaws, and other play apparatus are furnished on the playground. All these experiences make up the life of the kindergarten. Some one may ask, "Is this education?" You may be thinking of the way you were taught when you began school. But why should not schools change and grow better, as well as other things in this modern world? We have waked up to the fact that the *whole child* comes to school. Children do not bring just their minds into the schoolroom; they bring their bodies and their wills; they need physical activity and social participation, as well as book learning. Young children, especially, learn through the use of the senses. Ideas are necessary to understand books; and ideas are gained by handling things, feeling things, by observation, and asking questions. Before children ever pass over the threshold of the school, they have been learning every minute of their waking hours. A great educator has said that a child learns more in the first three years of his life than in any other three years of his existence. And this is because children are learning by the methods that Mother Nature has used successfully for many hundreds of years.

The kindergarten believes that this kind of education should not cease when a child enters school. Fingers that fairly ache to handle things should have clay and sand and blocks, scissors and hammers to work with. If the normal child is a human interrogation point, the question should be answered. Curiosity should be fed—not starved. *It would seem to be axiomatic that as children learn to walk by walking, they learn to talk by talking, and yet in the traditional school the blackest sin on the calendar is whispering.* The kindergarten is made for children; it does not expect children to be remade to fit the stilted practices of the traditional school. The kindergarten makes the step from the home to the school a natural transition from a more or less happy-go-lucky existence to the ordered life of the school community.

§3. IN KINDERGARTEN, CHILDREN WORK AND PLAY TOGETHER

No child can be educated alone. The social life of the kindergarten is the very best way for a child to begin his school experience. Adjustment to thirty children of his own age is very different from being a member of a family group. In the kindergarten the children are learning the give-and-take of social life through their work and play. They are learning valuable habits of co-operation and self-control. The kindergarten child's relation to the kindergarten teacher is an important factor in his education.

At the age of four or five every child needs to come into contact with more personalities than those furnished by his home circle. The kindergarten teacher is wise and loving like a good mother, but she is more impersonal in her attitude and introduces the child to the institutional life of the school. Satisfying a child's need for companionship, directing his untrained will, and at the same time respecting his developing personality, means the establishment of right habits and attitudes in the most formative period of his development.

The kindergarten strengthens the child's physical development through vigorous exercise out of doors and in the large, sunny, well-aired kindergarten room. The kindergarten period is a valuable period in which to discover a child's strong and weak points and in which to remove the handicaps of his future progress. In many kindergartens the children are given physical and mental tests.

§4. KINDERGARTEN AIDS FOREIGN CHILDREN IN LEARNING ENGLISH

In our cities the kindergarten has proved of special value where there are large groups of foreigners. When the shy, foreign child enters the first grade he steps over the threshold of a strange place and encounters strange children who speak a strange language and who are being initiated into strange schoolroom practices by a lady who is a stranger. This beginning in the process of being Americanized is a trying experience and results in many school failures.

The simplicity and natural character of the kindergarten activities, the use of toys and games that are common to children of all nationalities make the little foreign child feel at home. In the kindergarten he learns to speak English before he begins the intricate task of learning to read. The kindergarten teacher visits his mother in her own home and invites her to come to the mothers' meeting held in the kindergarten room, and persuades her to visit the kindergarten while it is in session. All this is a part of the emphasis which the kindergarten places upon the social

aspect of education, and is the best kind of Americanization work; for the mother as well as the child is learning the language and customs of America, and as a consequence there will not be that alienation between the child and his family which is a menace to society.

§5. KINDERGARTENS NEEDED IN CONSOLIDATED RURAL SCHOOLS

THE KINDERGARTEN is of great value in the education of the child living in a rural community. Country mothers appreciate the fact that their children need kindergartens. A mother writes from a southern state to the kindergarten specialists in the Bureau of Education:

> I have just read in the paper that you are launching a movement for better kindergarten work in our state, and I want to wish you Godspeed. I am a country mother with two small sons, and I have a horror of putting them in a school, knowing that they will have to sit on a seat from 8:30 A. M. until 4 P. M., with perhaps two or three 10-minute reading lessons and maybe a little number work. I believe every rural school should have a kindergarten teacher. They might combine kindergarten and first-grade work.

Teachers as well as mothers feel the need for kindergartens in the rural districts. A teacher in a country community writes to the United States Bureau of Education:

> We are in great need of a kindergarten here in this town. Many children are solitary little ones from isolated small farms and country homes and need badly the socializing influence of the kindergarten and supervised work and play. They have few toys and no books in the homes. We do the best we can during the first and second grades to have the play spirit; but with our course to cover, and seventy-eight little ones in the first and second grades, it is about impossible.

It is gratifying to note that during the past few years there has been a steady increase in kindergartens, and that the growth of kindergartens is most marked in the smaller communities. If it is of benefit for a child to begin school in a kindergarten, it would seem right and just that this privilege should be extended to all children.

HOW THE KINDERGARTEN EDUCATES

By LUELLA A. PALMER AND MARY G. WAITE

THE happy, graceful movements of a group of children in the kindergarten give many people the impression that activity in the kindergarten is solely for the purpose of joyous play. A more thoughtful observer of the needs of a little child sees that such activity provides an education which is of vital importance. This type of schooling not only helps a child develop during this period, but it lays the foundation of future health, happiness, and success.

Parents' ideas of what education should do for a child have changed greatly in the past few years. They now realize that the school must teach many things besides the formal subjects of reading, number work, geography, and history. The school must help every child to keep well, form good moral habits, gain general knowledge which may be used in everyday living, gain certain practical skills, and learn good ways of spending leisure time. It is this broad life education which the kindergarten tries to give.

Before a child reaches 6 years of age he has become interested in many things and formed many habits. By this time he has learned to talk as the older people in his home talk. He has learned to do certain things with his hands. He probably has even learned when it is *not* necessary to obey his mother, and how he can get her to do what he wants her to do. Many of his interests and habits are so firmly fixed that they show what kind of a person he will be when he grows up. The little child who is given the right kind of help in gaining interests and in forming habits is very fortunate, because he will have fewer bad ones to get rid of later. It is much more difficult to break up bad interests and habits and put others in their places than it is to build new ones from the start. The correction of bad habits always causes pain and suffering, not only for the child himself but for his family and sometimes for society as well.

Education in the kindergarten acts not only as a preventive of ills, but also as a positive contri-

bution toward a happy and successful life. It starts the children right at the very beginning, and so exerts an influence on all later progress.

§2. HEALTH

THE KINDERGARTEN lays a foundation for health by providing so far as possible good hygienic conditions, cleanliness, fresh air and sunshine, luncheons of milk and crackers, space for free activity, large blocks for building, gardens for digging, and opportunities for quiet and rest. Work and play in the kindergarten give excellent opportunities for exercises which develop different parts of the child's body. In carrying blocks from cupboard to play spaces the arm, shoulder, back, and leg muscles are exercised. In playing giants all muscles are stretched. In going through the motions of swimming the chest measure is increased. During each day the kindergarten teacher talks with the children about the care of the teeth, right kinds of food, fresh air when sleeping at night, or some other health habit which should be formed at this age.

§3. KNOWLEDGE

EVERY child has a great deal of curiosity about the things around him. By guiding these interests a child may be led to know many facts in nature which will start him on his road to learning geography, science, and history. The fireman, baker, blacksmith, carpenter, grocer, and toyman, living near a kindergarten, are quite accustomed to visits from the children. On windy days groups of children may be seen flying kites or running with pinwheels; on sunny days the same group may be seen chasing each other's shadows. At the Thanksgiving and other parties the children serve butter, jelly, or cookies they have themselves made. Their dolls are dressed in crude clothes for these and other occasions, but the dresses are made entirely by the children, who are just as earnest in washing them whenever necessary. In fortunate neighborhoods it is possible to have real gardens in connection with the kindergartens. Then all children may help raise crops of quickly growing flowers and vegetables. In less fortunate neighborhoods the gardening has to be done in pots or window boxes. But even children in such neighborhoods are taken to the park to play on the grass or to see the many beautiful flowers and other growing things. Rabbits and doves have the freedom of many kindergarten rooms, and sometimes other pets come to visit.

The kindergarten provides many different kinds of experiences, so as to awaken interests in the best things that are all about a child. It encourages him to express his ideas about these experiences through the materials given him. These include blocks, toys, papers, cloth, paints, pencils, bits of wood, boxes, and scraps from home or other rooms in the school. Through using these materials a child gains a knowledge of form, size, number, color, and the laws of design and of building. The teacher tries to help him gain just enough of this knowledge to make him want more. The language she uses in talking about his work and play helps each to understand the facts he has learned and also to fix them in his memory. In other words the kindergarten teacher tries to do the following things for every child: *First,* to awaken a keen interest in the world of things; *second,* to help him choose some good things to study; *third,* to help him learn something worth while about everything he does study; *fourth,* to express his ideas through the use of correct language, action, and materials; and *fifth,* to appreciate good workmanship.

§4. CHARACTER

FAIR play, sympathy, helpfulness, and obedience to lawful authority are virtues which can be learned only by working and playing with other people. When these are learned early in life they form a strong foundation for the building of character. The kindergarten cultivates these traits both directly and indirectly; directly through supervised play with other children and indirectly through the ideas held up to the children in conversation and stories. Ideas of industry, courage, and perseverance are deepened also by visits to workmen who are conscientious in their service.

Between four and six years of age, children begin to want to play with other children. When they come to the kindergarten they have seldom been in a group of other children of their own age, although they have learned how to live with older and younger people. At four years of age they are selfish; they want toys for themselves, merely for the sake of owning them. Gradually they become willing to share their toys with other children, and before they are six they willingly control themselves for a short time in order to be fair in waiting their turns. Many of the kindergarten exercises give opportunities for a child to develop in his own peculiar and individual way, but there are many times when the little citizens must take their places in a democratic community, each one receiving his fair chance. This of

necessity means that each must give up many things he wants, for the sake of a group purpose or for justice.

Although the kindergarten provides many opportunities for a child to learn good citizenship, his growth in fair play is most plainly seen in the way he plays games. Early in the kindergarten year the children all take part in a game by doing the same things, and often all doing the same thing at the same time. Later the children learn to be willing and able to take many different parts. These games have more definite rules. Every child must obey all the rules and wait for his turn. All must work together for the sake of playing the game right.

§5. SKILLS

Two TRAITS much appreciated in the general conduct of life are ability to think out how to do things and ability to work alone, i. e., without constant direction. A good start in these can be made at the kindergarten age. A child learns to take care of his own belongings and to use some of the easier tools, such as crayon, scissors, needle and thread, and hammer. He learns also that much more is accomplished if he starts out with a purpose in mind and if he chooses the right materials for his purpose. He learns to work earnestly and happily toward a result.

But skill in using tools is not the only kind of skill a child gains while he is in kindergarten. At this age the muscles in his legs and arms are growing so fast that he wants to exercise them a great deal. This is the time he learns to skip, to "hippity hop," to run backward as well as forward, and to make his body do what his will tells it to do. For the sake of skill in using his body many kindergartens provide slides, climbing and swinging ropes, ladder fences, and walking beams. When it is possible every child has some outdoor exercise, but when the weather is bad he may use some of the apparatus in the schoolroom. Skipping, marching, clapping, and many other kinds of bodily movement are learned to music so that he will have grace and ease of motion as well as skill.

§6. CULTURE

A CHILD'S ideas of beauty are increased and made finer in the kindergarten. He learns to sing simple songs, and, through trying to express the ideas he receives while listening to music, he learns to appreciate some of the other things that go to make up good music. He learns to retell a few of the many good stories, poems, and rhymes he hears, and in talking about them and making up others he learns some of the reasons why they are good. He draws pictures which "tell a story," and models things in clay. Through comparing them with the many beautiful furnishings and pictures which surround him he begins to understand why every one likes certain productions best of all. All these give many ideas of pleasant ways each child can direct his thought and actions in his spare moments.

A spiritual influence pervades every true kindergarten. There is an indescribable something which makes life better and brighter. Moments of greatest happiness inspire songs of praise, of love, and of gratitude toward the Source of all things. Some children make up little verses and stories, and others express their joy through rhythmic movements, or in new forms for their games.

Children do play in the kindergarten, but it is that serious play which is the best type of education for little children. Through it a child is persuaded to use all his energy so as to work better, to want to know more, and to behave better.

HOW THE KINDERGARTEN PREPARES CHILDREN FOR PRIMARY WORK

By MARY G. WAITE

Assistant Specialist in Kindergarten Education, Bureau of Education

IT IS the consensus of opinion among teachers that no break should occur in the education of children from the time they enter the kindergarten until they leave school from the highest grade possible for them to attend. Only as we understand the needs of the succeeding grades and the accomplishments of the preceding ones can we help to eradicate some of the breaks that come in school life, especially between the kindergarten and the first grade, between the elementary school and the high school, and between the high school and the college. The kindergarten and the primary grades have often been accused of working at cross-purposes, but these differences are

rapidly disappearing as we grow in an understanding of the real meaning of education and the place which both the kindergarten and primary ideals and skills have in the educative process.

There are many skills or habits that naturally form a definite part of the kindergarten work, but the children's attention is not directed primarily toward those skills which are of especial value in the formal elementary subjects, although where these habits enter the work incidentally, the children should be encouraged to use them. For instance, there are many signs in and about the building they need to know, as "Principal's Office," "Girls," "Boys," "Entrance," "Exit," "Room 12," "Car Stop," "Main Street," "Fire Department," "U. S. Mail," etc.

Even though the skill side is not stressed, the other two phases of the primary work do receive the conscious attention of the children. Ample opportunity is planned for them to increase their fund of information upon which these subjects are based and for them to develop interest in these subjects.

§2. READING

Let us take reading first: If by reading we mean the ability to interpret symbols so as to understand the thing signified by them, we may say that even very young children read. But this kind of reading is only a preliminary step in the work of learning to read from the printed page. As we said, children early learn to read both pictures and gestures; that is, they learn to tell the meaning of what they see. This ability to realize the meaning of observable facts, Doctor Dewey tells us, is what makes thinking possible. Binet says that without training children naturally develop this ability in relation to pictures at about six years of age and he therefore uses it as a test of seven-year-old intelligence. In the kindergarten children interpret both their own pictures and those of great artists.

Another phase of interpreting symbols is in the dramatic work and gesture plays. Gesture has always been a means of communication, and even to-day there are certain tribes who can communicate in no other way with those outside the tribe. These two means of communication are so naturally a part of the children's life that in the kindergarten "Let's play it" is a common response to a story or new experience.

§3. DEVELOPS FEELING FOR SEQUENCE OF EVENTS

We divide the kinds of reading into two types, reading for information and reading for pleasure. With little children the latter takes the form of stories. The love of stories is fostered in the kindergarten and forms a part of the everyday experiences of the children. Not only do they hear many stories, each told many times, but they tell and retell the stories, and invent new ones to suit the occasion or the mood of the moment. In this way they acquire a richer vocabulary and a feeling for the sequence of events which is necessary for the interpretation of what they read.

Not only in stories does the kindergarten stress the sequence of ideas and the vocabulary but it consciously develops them through conversation. Perhaps the kindergarten conversations are the part of the work most misunderstood by primary teachers. By conversation is not meant the mere talking for the sake of sociability, although that has a legitimate place under certain conditions, but real conversation for the sake of influencing our own and other people's opinions upon the topic under discussion. Through conversations the children piece out their information with information given by other children and by the teacher and organize all into a new and broader opinion. This is the one means by which children can find out whether or not their ideas about word symbols are correct.

Although the interpretation of sound symbols, with its concomitant, the correct use of English, is most important in conversation, such phases as enunciation and phonic plays are not neglected. There are many kindergarten games designed especially for these purposes. These plays may almost be considered as direct training in the skill of reading, although they are not consciously used as a tool.

Another skill which is used in many ways in the kindergarten and is useful in reading is learning to see as much as possible at a glance. While psychologists and physiologists tell us that we cannot increase our ability to see, they also tell us that probably none of us uses all the ability we have. In the kindergarten there are observation games which have for their definite end increase in the rate of recognizing objects and groups of objects. This ability may be built upon in the primary grades and used in relation to developing a greater eye span and a more rapid movement of the eye in reading.

§4. ARITHMETIC

Probably the number work more readily shows itself as a basis for the school arts than the other activities in the kindergarten. Even little children need to understand the use of number combina-

tions. The little 3-year-old child who said, "I want 2 and 2 and 2 cookies for Tom and Bobby and me," knew the value of 3 times 2 even if he did not have a word to express it. Number relationships are easily demonstrated wherever materials are used.

Two essential factors in number work are to see things in groups and to be able to count serially both forward and backward. The kindergarten children have many opportunities to see things in groups. They make designs for baskets, necklaces, towels, napkins, or costumes for their festivals, or they plant seeds and bulbs in groups or rows in their gardens. When they are playing certain games 2, 3, 5, 8 children are necessary for that particular game and often the leader says, "Now it is time for the next 3 to play."

Counting is also a necessary part of much of the children's work. They must know how many chairs, papers, scissors, or other pieces of material are needed. Plain counting readily goes over to rhythmic counting in groups of two, three, and sometimes even of four or five, especially if the materials have been arranged in groups. This is illustrated by the use of beads, chains, table decorations, block fences, and many other designs.

§5. LEARN BASIS OF NUMBER COMBINATIONS

As addition and multiplication are only abbreviated forms of serial counting in the ascending order, the children in the kindergarten do learn the basic facts upon which these number combinations are built. Grouping objects is the basis for multiplication and, as illustrated in the work for rhythmic counting, we find that children have many experiences of this kind. They also need to count to find out how many of anything is needed for two groups, for three groups. They also need to know the opposite forms, which is division in its simplest mode. How many paste cups are necessary if two children use one cup, or how many are necessary to supply half the children, is a practical problem in relation to their everyday life.

Number work is not looked upon as a lesson, for it comes as an accessory to the problem or game of the moment. While all this is incidental to the work, it is not accidental. The wise teacher uses every opportunity that arises for growth in this field of knowledge, as well as in other fields, and definitely plans that these shall come in with the other work. So while the children are carrying out their projects they are proving the number combinations by counting until they know some of the simpler combinations as well as how to add and subtract by ones; that is, counting forward and backward.

§6. WRITING

Before people wrote by using conventional symbols they had records which they could interpret to the stranger, and they could communicate with those who did not understand their language. So it is with children. Before they begin to make conventional marks to represent their ideas they must communicate through the use of other kinds of symbols.

The earliest means of communication beside the cry is gesture. The baby turns his head away when he does not care for more food. Later he may wave his hands in the air to tell you he wants a shovel to play with in the sand, and few of us grow old enough to describe a spiral stairway without the help of our hands.

By the time the children come to the kindergarten they have learned many things, but they are still in the stage where the gesture often means more than the word. They must express many ideas and most of their emotions through bodily action.

In this way stories and conversations, dramatic games, and pantomime are as important for the prewriting stage of communication as is that form of expression which is more nearly like writing, drawing. Children usually draw for the sake of communicating ideas. The little child who told a story about a man and a kitty simply by changing the relative positions of a large circle representing the man and a small circle representing the kitty had gone a long way in the use of visual symbols for the sake of communication.

While the expression of an idea is the paramount reason for drawing in the kindergarten, certain skills are necessary for the correct production of these ideas. Lines going across the bottom of the page look flatter and, more than the up-and-down lines, suggest ground, while slanting lines in the picture may suggest rain. When the children need skill in making the kind of line that best expresses the idea many devices for obtaining free movement with these lines will suggest themselves. Montessori uses stencils as one of the earliest devices. With these, movement is limited only by the space in which the pencil moves. Children in kindergarten use the same movements without the stencil's limitations. These lines may be for the sake of decorating a basket with large and small unit forms made with either the up-and-down, the right-and-left, or the circular movement. Various forms with a picture element may be made in the same manner.

These exercises all involve the same movements as are used in writing, and psychologists tell us that we may hope to have a habit carry over when there is identity of content or of method of procedure in the two situations. So it seems as if skill used in producing the free mass drawings in the kindergarten might form the basis of technique of writing in the grades.

§7. GEOGRAPHY

All teachers of geography agree that the study of this subject should begin in the nature work and in the geography of the children's own environment. This kind of geography is strongly emphasized in the kindergarten. Of course, we do not expect the children to learn to read maps nor to tell direction by the sun, stars, or compass, but we do find that they have their interest broadened and knowledge of certain facts materially increased by the organization of individual and group geographical experiences.

As an illustration we find that under the topic of "Direction" certain facts are learned in answer to the needs of the children and are organized by such suggestions as the following: "How do you come to school?" "How shall we go to the grocery store?" "Where do you go to mail Mother's letters?" "How long does it take you to come to school?" "Do you go the same way when you go to Grandmother's as when you go to the park?"

Other facts of which the children become conscious include the way rain runs off the roofs, off the school lawn, down the street; that a hard rain carries away much dirt and flotsam and leaves a track where it has gone; that we receive much of our food, clothing, and shelter materials from other places and that these things are not always like the things we obtain from our immediate neighborhood; that the people who send them to us need some of the things we have in exchange, and that these things are transported by train, auto, carts, boats, and airplanes.

The seasonal changes mean a great deal to little children and form much of the basis for the kindergarten curriculum. Where fuel comes from and how it is produced is always interesting to children. Where the birds have been all winter, why mother preserves food in the autumn, where the materials for warm clothing come from, how the man makes glass for our windows, where the baker gets so much flour for our bread are questions that are constantly arising in the children's minds and are answered in part through the excursions, conversations, stories, constructive activities, and the nature work of the kindergarten.

Along with the increase in geographical information the kindergarten teacher fosters the natural interest in how the people live who send us things we do not have and in what we can do in exchange for what we receive. Among other geographical things children learn the value of good roads. It is very much easier to come to school over paved streets than through the mud.

But the most important of all things the children get in relation to geography is the feeling of wonder about the unfamiliar as well as about people and things that are near us. The wise teacher, whether she is in the kindergarten or in the grades, makes the most of this and tries to develop it into an active desire to find out more about these strange and marvelous things.

§8. CONCLUSION

Children in kindergarten do not need the primary tools as much as they need the experience which will give them basic information for the tool subjects and which will stimulate an interest in them; therefore, through furnishing many vital experiences and helping the children to organize them and relate them to their fundamental interests and previously established ideas, the kindergarten provides much of the preliminary material necessary for the teaching of the primary school arts.

WHAT BECOMES OF SONNY'S WORK

By Mabel R. Young

Sonny now goes to school, and almost every day brings home some little article he has made. He comes home full of enthusiasm over his work, telling just how it was done, how long it took him, and how carefully he did it. There is pride in his voice as he tells you about it—pride in his bearing as he shows his prize; for his work has meant thought, effort, and painstaking care.

§2. WHAT BECOMES OF HIS HANDIWORK

Probably it is praised, then laid aside, to be lost or even thrown away. At first Sonny is surprised and just a little disappointed when his work is thus disregarded. Then he reaches the "don't care" stage, where he often throws his pictures or cardboard toys in the street on the way home. Finally his schoolwork is done in a careless, haphazard manner; for it has become a mere task to be done. There is no longer any incentive to so much effort.

§3. WHAT CAN WE DO ABOUT IT?

Here is one mother's idea. Make a sufficiently large book of heavy brown wrapping-paper, either sewing it together or fastening it with small clips in order that additional pages can be added as desired. Have sections for drawing, cuttings, folded articles and pictures. Let Sonny take full charge of his book, and paste in each day's work after it has had due admiration, to keep it clean and safe.

He will take great care of his book, indeed he will be prouder of it than of the most expensive volume you could buy him; for this is his own, his very own work, and proves to him what his young hands can do.

Then not only will Sonny himself enjoy the book. It will be a delight to younger brothers or sisters. Many an otherwise dull hour will be made bright and happy, as together they inspect its contents, and big brother remakes their favorite articles for them, just as he learned to do "in school."

AT THE SCHOOLHOUSE DOOR

By Elizabeth J. Woodward

The door of the schoolroom grows larger and more portentous to the mother's vision as she realizes that it must soon open to the touch of her own child. Behind it she sees whatever her study and observation, her memory and her hope together, place there. She knows that it will open to a broader education than is outlined in books; that the child clinging to her hand as the two set out on the eventful autumn morning when school begins, is taking his first step on the road that leads him far beyond where she will follow. She knows that a jury of his peers awaits him, for "even a child maketh himself known by his doings, whether his work be pure and whether it be right"; and that through him she herself will be judged. She thinks of the old Persian standard of a boy's readiness for life—"to shoot, to ride, to tell the truth," and of the transition of it into the twentieth-century ideal—"brave, active, and joyful." Taking heart of joy, they cross the threshold, and the mother's dream—and dread—come true—her baby goes to school.

The teacher greets the elders with cordial welcome, but on this first morning, she does not ask them to stay; and after they see "everything happy, progressive, and occupied," the mothers, sympathetic and critical, reluctantly leave; the door closes; teacher and class face their New Year and each other. School has begun.

The air tingles with expectancy; the thrill of the unknown touches the newcomers, the love of little children and the sense of vicarious motherhood stir anew in the teacher. "Teacher" looks to the new pupil very like still another of the smiling aunties who have met him on so many thresholds during his short existence. She seems to like jolly little girls and boys. The room looks as if she knew how to play with them. The teacher scans the class for the shining morning face, for the healthy, happy child who has already recognized the idea of obedience; for finding him she finds the nucleus of goodwill that is to become the morale of the class, the goodwill that holds within it the desire or at least the willingness to learn and the possibility of making learning popular.

§2. WHAT THE TEACHER SEEKS: ATTITUDE

A healthy little body the teacher wants to see settling itself with shy confidence into the unfamiliar seat before her, a visible guarantee of nourishing food, long, regular hours of sleep, healthful activities; a sound animal, whose ears and eyes, teeth and tonsils are normal and well cared for; whose illnesses are watched, without his knowledge. for after-effects on heart or head or kidneys; the child of a home that, however slender the purse sustaining it, is rich in peace and in interests and in "steadfast purpose for service."

She wants the attitude of healthy, happy children, eager, and trustful, without self-consciousness, unafraid. Such children are truthful, for they have never been laughed at or frightened. The

child who is mentally and physically healthy is happy, trustful, biddable, all traits that help toward the self-control that is a part of early social education. If the love and wisdom of his mother and father have kept and fostered confidence in the sincerity of grown-ups, he obeys his teacher and follows the impulse of social conformity, stands when the class is told to stand, places his work as others place theirs, is prompt and ready. But if he has been unjustly punished by an unthinking mother, or if father has forgotten the gift he promised, if he has been deceived, the serpent has crept into his Eden and the little Adam loses confidence in the world about him, and hand-in-hand with lost trust goes unconscious disobedience.

The will to obey should have become habitual long before the schoolhouse dawned on the horizon of the child's world. Prompt, unquestioning obedience is an element of his safety. The child who obeys first and then asks, "Why?" has gone far on the road toward sane as well as safe living. "Stop, look, listen," are words not of arbitrary authority but of guardian wisdom. The man who refuses to heed the warning message crosses no more railways. Obedience is not the result of breaking a child's will, but of patience in teaching him how to become master of himself.

The disagreeable habit of boasting is likely to become firmly established almost as soon as the young performer can say, "See me do this!" If it is not uprooted, the child goes on to the chronic stage of "stumping" other children and of taking their indiscriminate "dares," legitimate or foolhardy. If he can be shown that it is not brave and manly, but cowardly and silly, to be disobedient and rashly venturesome, he will be given stones of strength for building a character that men will trust and admire.

The teacher asks that the child have a budding sense of responsibilty for his personal world. She would have him keep his coat on his own hook, not on some other boy's hook, to the confusion of the dressing-room and as an occasion for the boy who is spoiling for a fight; she would like to have him recognize his own desk, keep his own pencil off the floor, and to understand that what is given him to do is his to do.

With the young obedience and responsibility she would seek for imagination. This she will develop in three ways: as fancy, that Land of Promise, where the child of five or six still lives and which may remain a source of joy however long one stays in this world; as an element in construction, concrete and mental, though this looks far ahead through childhood into youth; and as the "put-yourself-in-his-place" quality, which is that kindly side of curiosity that leads to sympathy. Self-control, sense of responsibility, and imagination are essentials of learning to study.

The teacher longs for the pupil who is eager, who has been held in the atmosphere of bigness of the world, in the joy of discovery. She would like to find him content with simple joys and toys, not fed upon change, uncertainty, and excitement. Her spirits sink or her ire rises when she must deal with the *blasé* child who "did that last year"; he is apt to be "fresh" in situations where angels proverbially tread in fear. She hopes to find that her new pupil has been taught to think generously and to play fair—the foundation upon which she is to build the democracy of life with his contemporaries.

§3. WHAT THE TEACHER SEEKS: MENTAL EQUIPMENT

Attitude is far and away the most important requisite, the breath of life to the healthy schoolroom. After that moral atmosphere is secured, the teacher looks to the furnishing of the minds she is to live with until their next birthdays come around. She would like each child to have some elementary acquaintance with the social topography of his world: his name—all of it—age, his birthday, where he lives, his father's name and occupation. This last item of economic interest is apt to be vague or even lacking in his store of knowledge, unless the father's work is manual or is otherwise indicated by tangible signs. A whole class of five-year-olds, whose fathers, represented all the learned professions, business, big and small, and various active forms of public service, were asked, in New England idiom, "What does your father do?" They answered to a man, "Runs the automobile!" "Goes to the store," is another reply that covers a mine of ignorance as to what Daddy really does. "Father says he is the Governor" (which was the fact), "but he jokes so much that I don't know if it is true."

Some physical standards and habits of cleanliness and order the teacher assumes to be established: the fresh handkerchief—and its use—healthful breathing habits, good standing and sitting positions, regularity of toilet needs. Of the healthy child she expects a firm handclasp, yet also the delicate use of the finger-tips which should be a result of his kindergarten training. Chubby hands should have become dexterous in dealing with buttons and shoelacings, and purposeful as to neckties.

His new teacher would like to find that home has given him the sense of beauty, the habit of seeing the lovely rather than ugly side of objects and actions. He should recognize color, and

have simple but accurate names for standards. Form he should know through both eye and touch. Weight, bulk, form, "feel" of surface, these are natural material for baby discrimination. This simpler knowledge is stored away in the brain of the normal child before he is three years old. He has taught himself, we say, but it is Mother Nature who sets the lessons to his hand, in stick and stone, kitty's fur and mother cat's tongue, Mother's gown and Father's coat.

The teacher hopes that the mother has told stories to the little folks at home, enlarging the strained vocabulary and beginning the valued training of a good listener. The more familiar Bible characters should be at least bowing acquaintances. Mother Goose and her community he should know intimately, as the most congenial and contemporaneous of his classical friends-to-be.

§4. HIS REAL AND UNREAL LIFE

His home life, the world of make-believe, his kindergarten experiences, his tours of observation and exploration, independent and personally conducted, should have stored his mind with interests—the singing kettle, the kite, the active pump, the trembling scales, "the wind in the willows," young growing things, the garden, chickens, kittens, and baby-birds. Sky and sea, trees and brooks, the ways of birds and animals, she would have him love "the friendly cow all red and white," even "Piggy Wig and Piggy Wee." Without some of this mental furnishing his early reading lessons are likely to be a dreary waste of pointless effort.

His teacher would like to find that Christmas is already connected with the blessedness of giving. This is possible and natural even if the few Christmases the child has seen have formed a blissful haze of trees and stockings, carols and toys, Santa Claus and the Christ Child. The Fourth of July, the birthdays of Washington and Lincoln, need not have exact location in the calendar of seasons, but should be associated in the child's mental storehouse with the vague conception of "My Country, 'tis of thee." The passing flag should mean "Hats off."

The fireman is a hero of romance, but too often a child is taught to think of the policeman as the bogeyman. The policeman is the friend of children, not the enemy; he makes the crowded street safe for unsteady lines of little scurrying feet, he can find the way home when one turns a wrong corner following the organ-man with the monkey, he tells boys which way the procession is coming, and he takes care of little girls as if he had little girls of his own at home. The children should follow Father and Mother in saying, "Good-morning, Mr. Officer," to the patrolman who is the especial guardian of his home or school, and to count him within the enlarging group of friendly grown-ups. The city child should know before he goes alone to school that the many questions a curious young person who is new to this world naturally wishes to ask must be saved for Mother or Father, or asked of policeman or fireman, never of the pleasant stranger. The uniform explains this rule, so that no seed of distrust need be sown by the distinction.

§5. A NORMAL DEVELOPMENT

Even well-meaning parents sometimes exploit the child's quick response and keen eye. Reading and arithmetic are such definite, measurable means of communication between mature and immature minds that it is a temptation to begin early to teach these subjects. But the little person needs the before-school days for making acquaintance with the material side of this world. His every sense is keen for satisfaction, eye and ear, taste and touch and sensitive little nose. These delights should have the first chance. The mathematical knowledge can be sound only so far as the child knows by actual touch and grasp the combination of numbers. The numbers that he can grasp seldom are larger than the small figure that marks his age when school begins; yet too often the teacher is obliged to dispossess some proud mother of the idea that her son is already advanced in arithmetic because he can count to 100! Nursery blocks and Christmas picture-books have usually made familiar the general appearance of most of the letters of the alphabet. This acquaintance is far from a necessary qualification for primary-school life, but it is desirable unless it has encouraged an ambitious mother to drag the reluctant beginner through the Primer. If reading has come by nature, at the child's own urgent wish, as if by instinct, it is a blessed gift. A child should be helped to read as soon as he really wants help, but to lead the reluctant little colt to water before he is thirsty is to sacrifice to an artificial accomplishment the precious time and even more precious avidity that belongs to other interests.

The child who begins school at five or six is still in the period of infancy; the transition to childhood is only in sight. Yet the teacher knows that the unformed mind is pondering—a heavy word for the fleeting thought-deep questions; she knows that it is the mother who is ignorant when she says that her child is "innocent as a baby" of any interest in the origin of the baby; the wise mother, in the sacred confidence of the tie that

keeps the growing child her own, will have begun the necessary telling before he goes to school. She and his father will be so intimate with their children that son or daughter will come to them, not to other boys and girls, for further facts. A child who takes each new word to Mother or Father learns to avoid profanity, and to despise the "dirty" word as beneath his self-respect.

Respect is the daughter of reverence; the little primarian should already know the quiet due the reading or speaking of holy things, the attention even if he can not take part when teacher and class are talking to God in the morning prayer.

Fortunate it is if home has given the little mimic clear enunciation, and a vocabulary that keeps pace with his developing mind. The listening teacher knows by his speech the place where he really lives—in the kitchen, in the nursery, or—happy child—with Father and Mother. Is it too much to ask that the child should sing? The kindergarten mother will have sung to and with her child a carefully chosen sequence of simple words and melodies. If he could bring this precious beginning of song, he would contribute much to the morale as well as to the music of the schoolroom.

§6. MOTHER AND TEACHER

Prevention is not only better than cure, it is infinitely easier to manage and—American attitude!—an almost infinite saving of time. So when the teacher asks that certain states and habits be established in the child before he says his first school "Good-morning," she is not thinking of herself, but of the mother of the child. For, most of all, the child needs a good and wise mother, who, at least in spirit, comes with him to school.

By the light of each little face held up to hers, the clear-eyed teacher reads the problem the child presents, but she is not sure of full and correct data until she knows the child's mother. It is inconceivable to her that any mother should choose not to come to school, should not wish to know the woman who for five days in the week is hostess to her child.

Teacher and mother need each other. The teacher needs the help of the motherhood that is hers only in spirit. The mother needs the help of the technical training and broad outlook that her own absorbing profession has left her no time to acquire. The teacher needs all that home can tell her of the child's brief history, physical, mental, and moral; what heredity holds to help or hinder; what especial help or hindrance lies in environment. She wants to be told if scarlet-fever has left Mary with impaired hearing, if fiery little Tom is being shown at home how to control his too-ready fists and heels, if Amy dreams of the strange creatures in the reading books she so dearly loves. Jack is weak and weepy by the middle of the forenoon, but his state of mind and body is explained when teacher is told that breakfast is never attractive to his uncertain appetite.

The teacher of little children recognizes that the father's character, a largely determining element in children's education, she is to feel only as it is translated by mother and child; yet if she is to give her fullest measure of help, she must use both translations to their utmost value, lest the coming generation should be brought up as children of women, rather than in the broader, more inclusive, world of the children of men.

The mother needs the teacher as well. The teacher is not only a wholesome, conscientious woman, she is the link connecting mother and child with the long chain of education. She embodies "the American passion for childhood." Seeing the ideal that the best minds hold for the child, she is educated and trained as guide on the path toward that ideal. The mother sees her child as the one clearly defined central figure in a group (otherwise nebulous) of other children. To her heart and mind, her own ewe lamb is, and rightly, the one crowning achievement of the universe. The teacher sees the child against a clear background of all children of the same age whom she has taught and from whom she has learned, and her picture is lighted by the lamp of professional impartiality.

They need to confer in sympathy and confidence. The teacher respects the mother's intimate and continuous knowledge of the child and looks to the mother for corresponding recognition of her professional equipment and resources. If the welcomed mother comes in the spirit of helpfulness and co-operation, of desire to learn, of entire readiness to give and to receive all needed confidence, the child's first year of school has auspicious beginning. But it takes courage and a dropping of the barrier of parental pride to invite frankness from the teacher's lips, for even the exceptional child is not always in the right.

When the day comes that Mother and Father confer frankly with teacher as with a "reserve parent," the combination will be strong for good to the child they are sharing. There will be no conflict of authority, fewer uncertain steps, and together they can save him from the "confusion of education."

THE TRANSFORMED PRIMARY SCHOOL

By Ella Victoria Dobbs

In the oldtime school the children followed the dictates of the teacher and knew no will but hers. The naughty child was often the one whose personality was too strong within him to lose itself entirely, whose active little body refused to "sit in position," whose tongue would not always wait for permission to speak.

In this old school the room was full of seats fastened to the floor in straight rows, with no chance for activity beyond an occasional march up and down the aisles. It was a crime to make pictures on one's slate, a crime which might be punished by blows of the ruler on a tender palm. It was also a crime to laugh except on rare occasions when the teacher told a funny story. Then quiet, decorous laughter might be permitted, but this was a dangerous procedure, and only very strong teachers might indulge in it, for it was much easier to start a laugh than to stop it, or to keep it within bounds.

This picture is too dismal to be dwelt upon—and yet we needs must bring it vividly before our minds. Not only that the picture of the transformed primary school may stand out boldly in contrast, but also because these conditions still persist in many communities. In all but a few communities the old traditions and habits, though modified more or less, still influence both teachers and patrons, blocking progress and preventing us from promptly taking possession of the Promised Land. In some communities all new ideas are branded "fads and frills," and are shunned as is the smallpox. Some of those to whom modern methods are familiar are apt to forget that any other conditions prevail in other communities. These go complacently about their own work without realizing that pioneers must needs be missionaries also.

§2. THE SPIRIT OF THE NEW PRIMARY SCHOOL

The modern primary school is a living monument to the influence of the kindergarten spirit, and instead of repression, its keynote is *activity* and *self-expression.* On every hand there are materials and tools which suggest interesting things to be done, inspiring the small people to exercise their initiative and test their powers. Instead of the rows of stationary desks, the room is furnished with little chairs and light tables, which can be moved about by the children. Sometimes they are placed in a hollow square while the teacher supervises writing or picture-making. The reading class gathers around the teacher in a cozy circle. Sometimes all chairs and tables are pushed close to the wall, to make room for a folk-dance or circle-play. Sometimes a small group is playing bean-bags in one corner of the room and another group is making pictures on the blackboard with colored crayon, while a third group is telling stories to the teacher in the circle.

Generally there is a playhouse in some stage of progress, and if one happens in at the opportune moment, the small carpenters may be caught in the act of sawing and nailing the furniture or papering the walls. There is always a sand-table, where the wonderful folk of storyland reënact, in paper and clay, their marvelous doings. There are growing plants in the windows. There are seeds germinating under watchful eyes. There are often pets that need daily care from small hands. There is frequently a doll which must be dressed for the day each morning and put to bed each night. And always there is music and laughter. Funny stories are told by both teacher and children. Joyous games are played and songs are sung. On piano and victrola good music is played and the children become accustomed to the rhythm and fine chords of masterpieces.

But the work of the transformed primary school is not all done in the schoolroom. The old method held the children in such unnatural inactivity that by the end of an hour or hour and a half they were either sleepy or their restlessness had reached the limit of endurance and a recess was necessary. Recess meant only being turned loose out of doors for fifteen minutes. In the modern school the teacher not only helps them play outdoors as well as indoors, but often there is an excursion to some point of interest. In the springtime there is a garden to be planted and tended. Thoughtful care is given to the free periods that their suggestions, though of different nature, may still influence in the right direction.

§3. DO THEY STUDY? DO THEY LEARN?

PERHAPS someone would ask, If all this play goes on, when do they work? When do they study? What do they learn?

When do they work? All the time, if work may be defined as purposeful activity. "Play," says Dr. Dewey, "is not to be identified with anything the child externally does, but is rather the attitude of mind toward what is done."

Activities of the sort described are the normal business of little children because they help them to become acquainted with the world about them, with material things, how these material things behave, and how they can be controlled. Activities which help this process are the normal *work* of little children.

When do they study? *Never,* if by study you mean looking at the pages of a book and trying to memorize its words and the letters that compose them, or to ferret out the hidden mysteries revealed by the author in language which is practically foreign because unfamiliar. *All the time,* if by study you mean discovering new facts, realizing increased power to accomplish, developing higher ideals, and broadening the horizon of their knowledge.

What do they learn? They learn *self-control as well as self-expression.* Instead of being mere little machines, operating at the will of another, they find themselves free agents in the midst of strong influences which encourage right doing. They learn to talk freely, because they are in the midst of things in which they have a deep interest and which are full of meaning to them. They learn to control their bodies in game and dance and in handwork activities. They learn to count and measure in a natural way because they do things that involve the number element. They learn to read because many books are there with interesting stories in them, tempting them to master the mechanics.

They *learn the worth of honest effort.* Under the old régime, honest effort was often buried under the teacher's desire or necessity to show a specific result in things produced which tempted her to touch up the children's work.

They *learn the joy of creation.* There is probably no prouder moment to any of us, big or little, than when we can say, "I did it all myself."

Being surrounded by suggestive materials, initiative is stimulated, ingenuity is encouraged, resourcefulness developed, and children learn to think and act independently, to have a purpose and work to attain it.

Incidentally, the three R's are mastered with less difficulty and acceleration increased.

§4. A NEW FRUITAGE FROM THE KINDERGARTEN

THE NARROW-VISIONED person will see in this new movement the passing of the kindergarten and oppose it. The broad-minded, progressive thinker will see in it a great field of bloom, born of the seeds which could not have been matured until the first flower had faded. This wider field is the second stage of development in the gospel of Froebel. We have dreamed of a time when there would be a kindergarten in every school. We catch prophetic glimpses of a time when the first three or four years of school will be directed by teachers who have had kindergarten training.

We need the kindergarten spirit throughout the school system. Already it is operating quietly beneath the surface in many fields. It is showing itself in the freer methods coming into use in the middle and upper grades, which help children to grow into independent thinkers instead of obedient but unthinking machines. We seek to make the early years at school in reality, what under proper conditions we know they may be, a joyous period of rich development, a beautiful garden in which human plants are developed to the full extent of their capacities.

THE THREE KINDS OF MODERN SCHOOLS*

By ERNEST CARROLL MOORE, Ph.D.

THERE are three kinds of schools which grow out of three conceptions of education. According to the first kind, the great thing is knowledge.

It is stored up in books, in courses of study, and in the minds of teachers and other learned folks. Schools exist to retail it to young people, to pass it on from the places where it is to the places where it is not. That it may be passed on easily, it must be prepared in little, carefully molded cubes or accurately weighed doses. That is the work of textbook makers and of manufac-

*From "What is Education." By permission of Ginn & Company, publishers, Boston.

turers of methods. Teaching, according to this view, consists in seeing to it that the learner takes the proper number of pellets of knowledge each day, and the object of the recitation is to find out whether or not he has done so. Since what he has taken is knowledge in its essential form, he must retain it in the form in which he took it. To see that he has done this and is continuing to do it, there must be periodical inspections of his stock of knowledge. These are called examinations. They occur at regular intervals, since the amassing of a fixed amount of knowledge and the retention of it in its original condition is thought to be necessary before one can safely amass further knowledge.

§2. THE SCHOOL OF KNOWLEDGE

THE OBJECT of education according to this view is knowledge. The business of teaching is to put it where it is not. Textbooks are to provide it. Recitations are to find out whether or not it has been taken. Memory must retain it, and examinations must be given to test the knowledge-state of pupils. Since knowledge is the one thing needful, the quantity of knowledge which can be compressed into the memory of a school child becomes a matter of vast importance. Courses of study are written chiefly, in many cases, to indicate the quantity which every good retailer of knowledge must succeed in lodging in the memory of each child. To cover the prescribed amount of work is the mark toward which the teacher is made to press and toward which she is usually, in such a system, overpressed. That the directing authorities may know that teacher and pupils are handling the required stint of knowledge; that teachers may know that pupils are stocking themselves with it and retaining it in undiminished state; that parents may know that their children are amassing the fixed heaps of prescribed facts; that the children themselves may know how much they know, great reliance is placed on examinations. They take place with great regularity. Their results are carefully tabulated.

Children are weighed and measured by them, are encouraged or discouraged, are promoted or demoted by them. As soon as one is over, everybody settles down to prepare for the next one. This is called an examination system of schools.

It is conceivable that either a university or a kindergarten might be conducted in this way. Fortunately they are not, but elementary schools, secondary schools, and colleges, not a few, are. The method is one of long standing.

§3. THE SCHOOL OF CULTURE

THE SECOND kind of school tends to regard knowledge as something common and unclean. It claims a loftier mission. It sets out to sharpen and perfect the mind by putting it to work, not on matters that it will have to work on as long as its possessor lives, but on special teaching disciplines, valuable not because of the opportunities for knowledge-getting which they provide, but for the mental exercises which one can perform in pursuing them. What you manipulate, they say, does not count. *That* you manipulate is the great thing. The best mental exercises are those which have been used so long that a perfect technique of using them has been developed. There are certain studies which are made much of in this type of school, because they train the students not in the *object* matter with which they profess to deal, but in reasoning processes in general. They provide hard work and plenty of it. They demand exactness. They enable teachers to assign fixed lessons of graduated difficulty, to require a system of recitations and examinations which tell exactly whether the student is meeting the requirements of the assignment or not. It makes little difference that the student after six or seven years of such labor will seem to himself to have learned nothing. The fact is that his mind will be a much more flexible and ready instrument because of this gymnastic exercise. These are the mind-training schools. They make use of all the machinery which the others employ, except the important element of knowledge.

§4. THE DYNAMIC SCHOOL

THE THIRD kind of school believes both in knowledge and in mental training, but it holds that they go together and cannot possibly be separated. It asserts that knowledge is inner conviction, organizing experience in terms of vital need, and that while mind can be trained specifically to organize experiences, since different experiences call each for its appropriate form of reaction, mind cannot be trained in general to make them. This school looks upon knowledge not as a fixed and immutable thing but as a useful tool which men have shaped to meet their needs in living. It is not at all finished or final. Men made it by thinking, and men will improve it by thinking, and before any one can use it, or any part of it, he must re-make it through his own thinking for himself. What Moses thought or Plato thought or Euclid thought will never do me any good until I succeed in thinking it for myself.

The great thing, then, for this school is not knowledge but learning to use one's own mind upon matters which men have found to be important by using their minds upon them. Textbooks are important because they suggest to us some things which the race has found it important for us to think about. Teachers are important because they stimulate us to think by surrounding us with problems and reasons for solving them and by giving such help in going about the matter in profitable ways as we stand in need of. They help us to look at things and study things and talk about things and repeat things and memorize.

Learning to use one's own mind in such ways that he will go on using it to advantage as long as he lives, is the one great, supreme object of education. Now that psychology has defined itself as the study of behavior, education must follow suit by conceiving its mission as that of training the student to profitable behavior—that is, to do the things that will be called for in situations which he himself will meet with in his journey through life.

THE AIMS OF THE JUNIOR HIGH SCHOOL

By James M. Glass

The junior high school has been variously entitled as the finding, the sorting, the trying-out, and testing period of the public school system. It is a probationary period before the vital question of education or vocational choice is finally determined. Exploration of individual differences, the revelation of educational and vocational opportunities adaptable to individual differences, guidance of educational or vocational choice, equalization of opportunities, the adaptation of educational offerings to ascertained individual needs rather than the conforming of all pupils to one educational pattern, and the stimulation of educational or vocational vision which conditions all progress in secondary education—all these and other purposes to adapt the educational program to the "individual" are the objectives of the junior high school.

The *nature* of junior high school administration is *gradual transition* from elementary to secondary education. This administrative principle is in full correspondence with the gradual transition of early adolescent children from childhood and pre-adolescence to the mid-adolescence of the senior high school. Herein lies the soundness of the junior high school—its perfect accord with the physiological and psychological development of early adolescents.

The *aim* of the junior high school is *individual justice.* An equal opportunity for all—not the false claim that all are equal, but that all are entitled to equal opportunity. Individual justice is a democratic and American square deal. The junior high school had its birth in America. It is the first public school unit not imported. It is dedicated to American youth. It will survive in American democracy.

The *method* of the junior high school is *guidance,* and upon its method more than upon its organization and objectives will depend its progress and fullest service. The desperate need of a program of personal, educational, and social guidance in the school system will be apparent in the following excerpt:

"The weakest work in our schools is the handling of boys entering the adolescent period of life, and there is no greater blessing that can come to a boy at this age, when he does not understand himself, than a good strong teacher that understands him, has faith in him, and will day by day lead him till he can walk alone."

All adolescent pupils twelve years or more of age enter the junior high school before compulsory education laws release them from school attendance. The junior high school program widens their vision of the rich educational and vocational opportunities ahead of them. It gives them a foretaste of a training which it makes plain is a prerequisite to a successful and useful citizenship. It motivates secondary school life by a foreknowledge of educational possibilities and vocational openings. It points the way to useful service by convincing each child at the threshold of adolescence that American society has a place for him, if he will but seek it and train for it.

Visit a junior high school in operation and ask its pupils if they want this new school and hear the chorus of affirmative answers. Without present full understanding they nevertheless know that the junior high school answers instinctive needs of their early adolescent lives. They will convince you that they too have the happy con-

tent, the driving ambition, the sure hope, and the earnest will to achieve, which come to all alike when the first discovery of innate natural powers is made, when the channels are first charted for the training of those powers, and when the first revelation is given of the possibilities for employing trained natural gifts in social usefulness.

Life with all its glorious future lies before each girl and boy entering the door of adolescence and to each there should not be denied a glimpse of his place in the life of his generation. Junior high school children to-day have a right, which none can deny, to the education which to-morrow they will in part pay for and which improved and refined by their experience they in turn will pass on to the next generation.

THE HIGH SCHOOL

By Hon. Walton B. Bliss

§1. CHANGED CONCEPTIONS OF HIGH SCHOOL'S FUNCTIONS

The changed conceptions as to the organization and functions of the high school are suggested here briefly.

In the first place, the college preparatory function has dropped from a position of major prominence to one of minor importance. Most of the graduates of the high school do not go into a higher institution. In organizing courses, therefore, primary reference ought to be had to basic personal and social needs rather than to college entrance requirements. Instead of making everybody take everything the college entrance way, there should be such guidance and selection as will single out those with possible or prospective college destinies. This is because it is no longer believed that the sort of training provided in preparation for higher education is that best suited also for all other activities in life.

A second conception relating to organization is that the chief problem to-day is not how to connect the high school and college but how to connect the high school with the elementary school. There is rapidly increasing adherence to the view that this can best be solved by the junior high school arrangement, under which the seventh, eighth and ninth grades constitute the first stage of secondary education.

As a practical point it may be said that the high school has ceased to be as pronounced a selective institution as formerly; the tendency is to make the high school a school for the children of all the people. Requiring attendance until the age of sixteen and even until eighteen, when the youth is unemployed, has added emphasis to this tendency. Consequently the home life and the general social antecedents of the students will vary widely and will make it necessary to provide a considerable range of subject matter. We are not seeking to develop an intellectual aristocracy, but an intellectual democracy.

Allied with this change, has arisen the necessity for the high schools to accept the function of providing for the needs of the constantly increasing numbers of pupils who do not finish the high school course. The needs of these pupils cannot be neglected nor can there be any ground for the expectation that the time is approaching when all pupils will be able to complete the secondary school as full time students. In the United States as a whole only about one pupil is graduated from high school out of seven who entered school in the first grade. Of those entering the conventional four-year high school about one-third fail to reach the second year, and about one-half drop out before the third year and only two-fifths are graduated. High school administrators must, therefore, be as much concerned about the individual programs for the half who stay only two years as for those who go on through. At the same time, too, they must not forget to strive earnestly for retaining for graduation more than this two-fifths.

Again, the view obtains in modern thinking that the high school must assist the pupil to fit himself for his proper place through a thoroughgoing system of educational guidance, including guidance in the selection of courses, moral guidance, social guidance, physical guidance and vocational guidance.

Finally, in deciding upon the legitimate content of a secondary curriculum, it is considered the high school's first duty to provide training in fields of knowledge or skill which are directly valuable for all or for a majority of individuals.

It must have been felt by those who have read thus far that the changed conceptions as to function and the newer teachings of psychology carry with them many implications of change in the methods of classroom teaching. This is true.

§2. THE SOCIALIZED RECITATION

The socialized recitation is one of the manifestations of the wholesome tendency to get away from the old conception of the teacher as a taskmaster and educational autocrat. Since the public school is an instrument of society for the purposes of fostering and furthering the development of society, it has come to be felt that it is not inappropriate to prepare for social efficiency in a democracy by being somewhat social in the methods of this preparation. The socialized recitation has been used quite generally in the junior high schools, but it is gaining a hold in the senior high schools as well. Quotations from an article by Miss Lotta Clark, in the *School Review* will vividly explain this type of recitation:

"After having taught history in the high school for six years I determined to have the courage of my convictions for one year at least, and to give my pupils a fair chance to take the responsibility of their work and to do it in their own way. Up to this time I had conducted my lessons in the usual way. I had planned the lesson beforehand, collected what illustrative material I could, and in the class had asked the questions, explained the difficulties, and carried the burden of work on my shoulders. The pupils had answered the questions but rarely asked any and had had no chance to get the real benefit of being responsible for the continuity and progress of the work nor to plan, investigate or discuss it on their own account. I determined that the class should be a social group of young people and should have an opportunity to do just those things, i. e., to co-operate—to work together—and to give each individual a chance to do anything which he particularly wanted to do. * * *

"It was surprising to see the change in the whole atmosphere of the recitations which this order of things brought about. The pupils were timid at first and I trembled for the result, but after a lesson or two they became used to it and the work went on with far more ease and spirit than I had dared hope it would. * * *

"There were all sorts of unexpected interesting developments as the work went on. Whenever difficulties arose we solved them together. My opinion was considered of no more importance than theirs. When we did not agree I urged them to try their way so that they might have confidence in their own judgment if they succeeded or see its weakness if they failed. Sometimes they elected officers who were not efficient and who bungled matters uncomfortably. The pupils suffered immediately and got some pointed lessons in civil government, at first hand."

Those who have seen a socialized recitation conducted know that it is by and for the pupils and that the teacher remains discreetly in the background. There is much to commend itself in this co-operative seeking and securing of knowledge, power, and skill on the part of the pupils.

§3. DIRECTED STUDY

It is coming to be trite to remark that secondary school pupils do not know how to study, yet it is surprising how little attention is given to corrective measures in practice. Apparently teaching how to study and applying methods of directed study are not routine factors yet. The definition of directed or supervised study as given by Hall-Quest is:

"Supervised study is that plan of school procedure whereby each pupil is so adequately instructed and directed in the methods of studying and thinking that his daily preparation will progress under conditions most favorable to a hygienic, economical, and self-reliant career of intellectual endeavor. It seeks to prepare pupils not simply for high school graduation or courses in higher education, but to an even greater extent for successful coping with problems in a world of intense competition, where superior achievement depends on initiative, clear thinking, and confidence in one's ability to organize experience for new adjustments. What is aimed at in supervised study is an individual who is trained to attack problems, and to organize his experience into large controlling concepts, and who, moreover, has acquired ability to initiate or to serve without merely doing what he is told to do."

§4. THE PROJECT

The tool of method on which the attention of educators has been centered most recently is the project or the project-problem. This is being applied to secondary education as well as to elementary and is worthy of some notice. Lull and Wilson present a statement as to the meaning of project instruction:

"The word project has usually been used in connection with manual training, agriculture, and household arts. When used in manual training, for example, it means either that individual pupils, or the class as a whole, have planned and completed the making of an article, as a lamp-stand, a serving tray, a pencil-holder, a towel-roller, a bird-house, etc. When the article is finished the project is said to be completed. Articles called projects are distinguished from such parts as

joints, holes bored perpendicular to the surfaces of a rectangular piece of wood, two pieces of iron welded together, etc., in that the former are complete and ready for use, as a table, a chair, or a hall tree. This is a restricted meaning of the word project, however. A more fundamental meaning of the word is concerned with the mental and motor processes used in making the complete article.

When we analyze these processes we find that the pupil forms a purpose to make something, that he plans ways and means of accomplishing his purpose, that he works out or does what he has planned, and finally measures the success of his work by comparing the result with his original purpose and plans. But purposing, planning, doing what is planned, and testing the results of work performed may be the method of learning in any school subject."

§5. WHAT IS THE HIGH SCHOOL FOR?

It is somewhat presumptuous for one individual to prescribe high school objectives. But inasmuch as such a schedule is not offered as the arbitrary invention but as a resumé of the best thought of many thinkers and of many students of the question, it is not to be considered out of place. For purposes of simplicity the expression of each aim is reduced to one word. This draft is:

1. Health
2. Vocation
3. Home
4. Citizenship
5. Leisure
6. Character

These are objectives which appeal to everyone; they appeal to the student as much as to the teacher. If education is clearly shown to lead to these essentials of well-being, we will be more readily able to convince the young that they want education.

With these six objectives before us, we have a means of determining what studies are of most worth. Those subjects will be the most useful which make the largest contributions to these six ends. That portion of any subject which renders very little service in the direction of these objectives may be soon abandoned.

In attaining these objectives we are to be guided by the true goal of education in a democracy, which is to "develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ends."

INDUSTRIAL EDUCATION

By Maris M. Proffitt

Specialist in Industrial Education, Bureau of Education

Industrial education in some form is as old as the industries themselves, but it has been only since about 1910 that the public schools have undertaken in a serious way to incorporate courses in vocational industrial education in their program of studies. With the breakdown of the old apprenticeship system and with the growing realization of the need for some effective method of training to help the great army of industrial workers better and more quickly to adjust themselves to their life work, it was proposed to make it a responsibility of the public schools to offer at least some service in adjusting transition from school to work. The arguments for and against this proposition were the results of a difference of opinion between two social groups—the first believing that the purpose of public education was to contribute to culture and to the enjoyment of leisure and life satisfactions of the individual, and the second group holding that public education should emphasize vocational objectives and regard the development of the economic productive ability as worthy of attention.

§2. TYPES OF INDUSTRIAL WORK AND OBJECTIVES

In the United States the term "Industrial education" is frequently used to designate everything from the simplest form of bench work in the elementary schools to full-time trade-school work and the work done in training departments of industrial plants. This broad use of the word often leads to considerable confusion, especially since certain types of industrial education are classified as industrial arts, manual arts, or manual training. A decision as to the classification of industrial work should be based upon the nature of the objective set up for training.

The important objectives for industrial courses which are generally recognized are as follows:

1. To train the hand and eye in the intelligent

use of tools and materials through certain fundamental operations which it is well for an individual to be able to perform, regardless of his occupation.

2. To develop an appreciation of constructive work with different types of materials, in order that the individual may be a more intelligent consumer, regardless of his occupation.

3. To gain an insight into and an appreciation of some of the important industrial arts, in order that the pupil may make an intelligent choice of an occupation.

4. To develop ability to perform a variety of practical tasks sufficiently well to meet general social demands and the needs of home life but not necessarily up to the standard of occupational practice.

5. To prepare an individual for profitable and advantageous entrance into employment in a definite industrial occupation, with the status of an advanced apprentice.

6. To provide an opportunity for those who have already entered occupations to add to the knowledge and skill which they already possess, in order that they may become more expert workers, with increased earning capacity and a better chance for promotion.

Some general education values will accompany the realization of any of these specific objectives, but they will be especially pronounced in connection with the objectives suitable for the elementary grades. The first four objectives are or should be those of manual training or manual arts departments in the elementary schools and junior and other high schools. There is considerable evidence to support the statement that the fourth objective is recognized to an increasing degree as one of the most socially worth-while objectives for industrial arts and manual training courses. The last two are specifically vocational objectives and should characterize the work of every school or class that claims to be vocational. The fifth applies to the full-time trade extension evening schools, and in most cases to part-time trade extension classes.

Work which has a vocational aim necessarily has definite and clear-cut objectives, and it is unquestionably true that the clear definition of aims and purposes of vocational schools and classes is reacting upon nonvocational work in shop subjects and tending toward a clearer definition of the aims and purposes of such work.

§3. THE ALL-DAY TRADE SCHOOLS

It is generally recognized that the all-day or full-time trade school is a rather difficult type of school to establish. This is especially true in cities where the high schools are predominantly of the academic type, with the emphasis upon college preparatory courses. In such a situation the tendency is for the children completing the elementary school either to go to the regular academic high school or to leave school and go to work. Regardless of the fact that the great majority of high-school pupils enter employment either before graduation from high school or soon after graduation, the idea still prevails in many cities that the best type of high-school work to offer is that type which is especially approved by associations of colleges and secondary schools.

Where this situation exists it cannot be expected that any great numbers will be attracted to a school the avowed purpose of which is to give training in some specific trade for advantageous entry into employment. When under these conditions an attempt is made to meet the needs of young people of high-school age prior to entrance upon employment there is, in a great majority of cases, more or less of a social stigma attached to those who enroll in the trade school. Because of this and other difficulties surrounding the full-time day trade school on a pre-employment basis, there has been a marked tendency to develop trade training on the co-operative plan, whereby boys alternate between work and school every week or every two weeks. While there is considerable evidence that the tendency is toward establishing co-operative part-time and apprentice training, the full-time school, as such, is still an important type of institution which, in many cities throughout the country, is doing an important and valuable work. The tendency toward an increase in part-time and co-operative apprenticeship training under an alternating plan, however, is unmistakable and will undoubtedly increase.

§4. TYPES OF FULL-TIME TRADE SCHOOLS

The existing trade schools may be grouped into three principal classes, as follows: (1) Separate schools as a part of a city system of public schools; (2) Departments in high schools; (3) State trade schools.

Under suitable conditions as to organization and administration the separate trade school has a fair chance to succeed. The vocational department in the general high school as a rule has a difficult time in maintaining its work on a strictly vocational basis in the academic atmosphere which usually characterizes the city high school.

In some instances, the attempt to establish vocational departments in high schools has had to be abandoned. However, there are numerous in-

stances where such departments are fairly successful and are doing efficient work. The success or failure of such departments depends, at least in part, upon the attitude of the school officials and the high-school principal and his staff toward it, and varies with different school systems and different types of school organization.

Where State trade schools have been established they have as a rule been remarkably successful. The State of Connecticut is definitely committed to the idea of State trade schools. Without any reflection upon any city trade schools and vocational departments in high schools, it can fairly be stated that no full-time trade schools anywhere in the country are more efficient than the trade schools in the State of Connecticut.

§5. APPRENTICESHIP FOR THE SKILLED TRADES

Apprenticeship for the skilled trades is recognized as constituting a problem that must be solved. There has been a notable revival of interest in apprenticeship on the part of employers of labor, manufacturers, architects, engineers, and others whose interests are affected by the shortage of skilled workmen. The revival of interest in apprenticeship is not confined to any one line of work, although it is very pronounced at present in connection with the building trades. Much is being accomplished in the promotion of plans for efficient apprenticeship training, not only in the building trades, but in the various machine and mechanical trades. As modern conditions make it impossible to revive the old system of apprenticeship, it is more and more recognized that the new apprenticeship, to fit modern conditions, can be most effectively operated through co-operation with the public schools.

Experience indicates that the problem involved in apprenticeship plans can be solved only where there is co-operation on the part of at least three groups, viz.: the employers, the workers, and the public schools. Each of these is an interested party to any apprenticeship training program. Each has certain peculiar and inherent interests in any program to be developed, and in addition has certain other co-operative interests common to the other parties. The interests of no one party can be fully developed without the other. This necessitates the setting up of a definite unified objective for an apprenticeship course which will embody the best interests of all parties. In the old apprenticeship days the employer was responsible not only for the trade education but also for whatever general education the apprentice was to receive. The parents as interested parties to the contract aimed to secure both of these benefits to their child. Owing to the changed condition in the industries and to the extension of public education it is incumbent upon the public schools to assume responsibilities in connection with the training of apprentices.

As this work has developed, organized labor has shown conclusively that it is ready and willing to co-operate to the greatest possible extent in the promotion of effective apprenticeship training. This is not to be wondered at in view of the fact that real labor leaders have always been in favor of the thorough training of apprentices and have always lent their support to programs of vocational education under public control.

§6. CONTINUATION SCHOOLS

With the growing conviction that education for any particular individual is for the purpose of adjusting that individual to society, there is a manifest tendency to establish fewer part-time schools of the general continuation type and to establish more offering practical courses for training in some phase of the life activities found in the trades and vocations. As a clearer comprehension of the function of part-time education is developed the courses for the employed youth enrolled in these schools are becoming more and more of a vocational nature.

The type of general education as found in the grades and high schools is not adapted to the work of the part-time school, especially for the older boys and girls from 16 to 18 years of age. There is a manifest need for making the work for these older boys and girls more directly related to their vocational needs as determined by their employment. Whether or not the work of the part-time school is looked upon with favor where it has been established depends largely upon the organization and types of courses that have been offered. The more nearly the courses are organized to meet the needs of employment the more favorable is the local attitude toward the part-time work done in the public school.

§7. MANUAL WORK, NOT VOCATIONAL

There is great confusion in the use of terms to designate manual and industrial courses other than those of a strictly vocational character. The terms "manual arts," "mechanic arts," "industrial arts," "mechanical arts," "practical arts," and "manual training," as well as a number of other terms, have been used frequently to mean the same thing and again to mean different things. In order to avoid the confusion resulting from the

use of any of these terms, one large city school system is using "manual education" to cover all forms and phases of the work involving manual manipulative processes. Another large city, with an excellent program in this field of education, has issued a very commendable monograph covering all objectives and courses, under the term "industrial education." Included are courses for all manual activities beginning with the fourth grade and continuing through the senior high school. In connection with the descriptions of the courses, the fourth, fifth, and sixth grades are placed under the heading "elementary manual training"; the work for the seventh, eighth, and ninth grades (the junior high-school period) is listed under the title "prevocational industrial education"; and that for the senior high school under "vocational and nonvocational education." Although the term "manual training" is still to be met, it is no longer in general favor.

The same general confusion found to exist with reference to terminology is also apparent with reference to subject matter and aims for the different courses offered in the manual arts type of work. There is no general agreement as to the variety of work to be offered or the values to be realized in specific courses for the different grade levels. Some individual systems have given careful consideration to the selection of courses and to specific worth-while objectives, but there has in general been a lack of appreciation of the real need for careful definition and evaluation of the work to be done. Too often the courses selected and the aims set up are the result of tradition rather than of scientific investigation. Past practices and procedures are still too influential in determining content and aims of instruction. As a result of this situation money for equipment and instruction, as well as the time of the students, has been spent upon some types of work that are of doubtful value. For example, it is the judgment of some whose opinions are to be respected that many schools still place too much emphasis upon woodwork of the old type.

Forces are at work, however, for the correction of these shortcomings in the manual arts type of work in the public schools. The development of the definite objective for vocational industrial education courses as training for entry upon employment in some specific trade is forcing serious consideration of the place and value of manual arts education in our public-school program. Probably the greatest factor contributing toward the solution of the problems dealing with the selection, content, organization, and aims of such courses is the application of the principles of modern scientific curriculum making. Modern ideas of curriculum building, laying stress upon the development of specific abilities through natural forms of experiences, are doing much to change the conception of manual arts work from that of formal exercises of the old manual-training type and with general training objectives to that of practical activities of a project nature qualifying one to perform specific life activities.

Another corrective force exerting its influence for the clarification of subject matter and methods in the manual arts work is the better understanding and application of the psychology of interest and of habit formation. The application of the psychology of interest to the selection of activities for manual work has led to the development of more project work and less of the formal exercise work. In addition, it shows the need of selecting for each grade group projects of a kind and on a level with the pupil's interests. The making of kites, sailboats, bird houses, radio sets, and many other articles to be used in connection with the pupil's leisure-time activities, and the performance of many production and service jobs found in connection with the home and community life are now commonly accepted practices. A better knowledge of the psychology of habit formation is leading to less stress upon transfer values of the manual arts courses and to more emphasis upon the acquisition of definite types of manual experience and industrial information. The work done in these courses must itself contribute specific values for meeting some normal living experiences.

§8. THE GENERAL SHOP

THE GENERAL shop as an organization for instruction is in considerable favor, especially for the junior high-school period, where all the activities are given in connection with one-shop organization under the direction of one teacher. Some of the advantages which may be derived from such a general shop organization are:

1. It brings together, in one-shop organization, activities dealing with a variety of materials and processes. It makes possible the completion in one shop of a project which is of special interest to the student. This is of value in that one teacher, interested in the pupil's work, can direct his activities for all the work done on the project.

2. It makes possible the acquisition of a large amount of indirect experience covering a variety of activities and processes. Work organized on the one-shop basis affords opportunity for observation of the work of other students on various activities far beyond that which would be pos-

sible in a one-activity shop. Such experiences extend very considerably the trade and industrial knowledge of the boy.

3. The shop training and experience resulting from performing operations upon a variety of materials and the use of a variety of tools qualify the pupils to do various jobs connected with home and community life. Many of these can be used as projects in the general shop and are valuable in that they represent activities found in normal living experiences.

4. The work of the general shop may serve as preparatory work for young pupils who will later enter upon trade courses.

5. Through the possibilities offered for the discovery of aptitudes and interests the work of the general shop serves in the realization of the "trade-finding" objective of the manual arts work.

Sometimes the general shop is organized on the basis of a cycle of shops, the pupils rotating through a number of one-activity shops for a given period in each. Here, also, the pupils are offered a variety of experiences, but which are more specialized along specific trade lines. This scheme is of particular value in senior high schools where the work is so arranged to be of value for preparatory and trade-finding purposes.

As an example of this type of general shop organization the scheme followed in a large, well-organized senior high school may be cited. In this particular school the general-shop boys are given during their freshman year a six-week period in each of six shops: Plumbing, printing, auto repair, machine shop, electrical work, and woodworking. In each shop the boy is given as definitely as possible an intimate contact with the work of the trade. Advantage is taken of various opportunities to get to the boys information about the trade or industry which cannot well be given in the shop or classroom by ordinary methods. Motion-picture films are used regularly. At the close of the six-week period each group is taken on a shop trip to a plant which is typical of the work just finished in the shop. At the end of each shop course the boy is interviewed by his instructor and given an opportunity to express himself freely in regard to his experiences.

THE RURAL SCHOOL

By Edith A. Lathrop

In recent years many efforts have been made to improve conditions in rural schools—especially those of the one-teacher type. Standardization is a term applied to one of these efforts. Standardization is the establishment of a definite level of school attainment through the adoption of certain minimum requirements authorized either by law or by the chief school administrative head of the State; these requirements relate either to the physical plant or to the management of the school, or to both. Schools that meet the requirements are usually rewarded in one or more of the following ways: By honorary mention in reports issued by the State departments of education, or by receiving tablets, certificates, or money appropriations from the State.

In some States standardization is authorized by the statutes; in others, by rule or regulation of either the State board of education or the chief State school officer.

The statutory provisions are concerned chiefly with the designation of the board or officer who is authorized to prescribe rules and regulations for standardizing certain classes of schools, naming the list of items (such as buildings and equipment) upon which regulations are to be prescribed, the standards themselves (that is, the minimum requirements that schools must meet in order to qualify as standard schools), State aid, and other marks of recognition for schools meeting the requirements.

The minimum standards authorized by law or by regulation of the chief State school administrative head are usually organized in such a manner as to form a score card or scale. Sometimes numerical values are assigned the requirements. It is difficult to make a comparison of the subject matter on these score cards because there is but little uniformity either in its selection or organization. What is a main head on one score card is a subhead on another and vice versa.

The following rating card for Vermont rural schools is given as an example of a score card that weights both main heads and subheads.

§2. OFFICIAL RATING CARD FOR VERMONT RURAL SCHOOLS

Credits allowed— By superintendent	Credits allowed— By supervisor	Credits allowed— Maximum	
			I. BUILDINGS AND GROUNDS
		(2)	1. APPEARANCE.—Neat and attractive, exterior and interior of building, also school grounds neat and well cared for, with shade trees planted.
		(4)	†2. GENERAL REPAIR.—Good foundation, smooth tight floors (1); no leaks, suitably painted (1); all windows and doors with locks in good working order (1); fully screened from flies (1).
		(4)	†3. LIGHTING.—Glass area at least one-fifth of floor area (1); light admitted only from the left or left and rear of pupils (2); windows with adjustable shades in good condition (1).
		(4)	*4. HEATING AND VENTILATION.—Ventilating heater, or stove, with a jacket about 8 inches from the floor, with satisfactory fresh air inlet and foul air outlet, or furnace, with window boards used in at least four windows.
		(4)	*5. CLEANLINESS.—Swept and dusted in a sanitary manner after school hours, at least twice a week, with dampened or oiled sawdust used if possible (2); a thorough house-cleaning at least once a year (2).
		(8)	†6. OUTBUILDINGS.—Two completely screened sanitary dry closets at least 20 feet from the school building and 1 foot or more apart (1); connected with the schoolroom by a well ventilated and lighted divided passageway having a good roof and floor, entered only from the schoolroom and leading to separate closets for the sexes (4); or sanitary chemical or flush closets (5); closets carefully supervised (1); well ventilated and regularly disinfected (1); fuel house convenient and in good repair and separate from girls' toilet (1).
		(26)	
			II. EQUIPMENT
		(6)	†1. FURNITURE.—Tables and chairs of three sizes or chair desks of three sizes or single adjustable desks or desks of three sizes. When new ones are bought they must be chairs and tables of three sizes or single adjustable desks. Tables and chairs of three sizes or chair desks of three sizes, or single adjustable desks are required for superior rating. Teacher's desk with drawer that can be locked, and two good chairs, reading table, recitation chairs, case or shelves for books, protected shelves for lunch boxes, bulletin board.
		(2)	*2. BLACKBOARDS.—At least 16 linear feet, not less than 3 feet wide, in good condition, with one or more sections, not more than 24 inches from the floor.
		(4)	†3. TEXTBOOKS.—Modern, in good condition, in quantity to supply the needs of every pupil.
		(6)	†4. SUPPLEMENTARY BOOKS AND SUPPLIES.—Covered wall maps of the World, United States, Vermont, a globe, a large up-to-date dictionary and several small ones (1); a library of at least 10 books, with five new ones added each year, all to be selected from a list approved by the State board of education or the Commissioner of Education (2); at least two sets of supplementary readers for each grade (1); at least three kinds of primary material (1); use of traveling library (1).
		(2)	*5. DRINKING ARRANGEMENTS.—Covered tank faucet, regularly cleansed, and individual drinking cups, or drinking fountain.
		(1)	*6. FLAG.—A flag flying outside and one not smaller than two by three feet displayed inside at all times when school is in session.
		(2)	†7. APPARATUS FOR ORGANIZED PLAY.—Equipment of bean-bags, swing, ropes and rings, basket ball, and other play apparatus.
		(4)	†8. MISCELLANEOUS.—Clock, first-aid outfit, thermometer, individual towels used, wash basin, liquid soap or soap powder used from container, mirror, waste basket, pencil sharpener, shoe scraper, door mat.
		(27)	

	III. TEACHER
(4)	*1. TRAINING AND EXPERIENCE.—Must have had at least 24 weeks of successful experience; (*a*) hold qualification of New Life State Certificate; (*b*) or hold Probationary State Certificate and have completed three years of high school and one or more years of approved teacher training.
(10)	†2. EFFICIENCY.—*a.* Administration and Teaching: School management, reports, etc., well kept (1); daily preparation (1); well planned school program (1); every pupil profitably employed (1); steady advance of pupils (1). *b.* Influence of Teacher's Personality: Co-operation with parents (1); homes visited (1); out-door activities, walks, sports, at least two week-ends a month spent in community (2); loyalty to profession (1).
(4)	†3. PROFESSIONAL SPIRIT.—Attendance on State and district educational meetings, must take at least one educational journal, and read each year at least two professional books selected from a list approved by the State board of education or the Commissioner of Education.
(18)	
	IV. PUPILS
(2)	1. REQUIRED ATTENDANCE.—An average of not less than 90 per cent. for the two terms last completed before the date of approval by the State supervisor of rural schools.
(4)	†2. PERSONAL APPEARANCE AND CONDUCT.—Neat, clean, orderly, polite, industrious.
(6)	†3. SENSE OF RESPONSIBILITY.—Must show a personal interest in the general welfare of the school, and special care for school property.
(12)	
	V. COMMUNITY
(3)	1. SALARY.—Minimum salary of $25 per week (3); $20 per week (2); below $20 no credit.
(3)	*2. LIVING CONDITIONS FOR TEACHER.—The community must provide suitable living conditions for the teacher.
(3)	3. RETAINING TEACHER.—Same teacher retained in the same school for more than three consecutive terms.
(3)	4. MEETINGS, FAIRS, EXHIBITS, ETC.—Parent-Teacher Association, definite community support in regard to general welfare and health work among children.
(5)	5. SPECIAL POINTS OF MERIT.—Hot lunches at noon; two extra thorough house cleanings; stereopticon and approved slides; or radioscope; or stereoscope and approved stereographs; victrola and six or more approved records; suitable pictures and decorations; garden; other desirable community work, etc.
(17)	

Possible score, 100 credits.
Required for *standard school,* 75 credits.
Required for *superior school,* 90 credits.

A school may be rated as *"standard"* only once on 75 credits; after that 80 credits will be required.

All numbers marked * must be made in full, if school is to be eligible for *"standard"* or *"superior"* rating.

Numbers marked † must be made to at least 50 per cent of each possible score.

A school must meet all legal requirements of the State in order to obtain or retain *"standard"* or *"superior"* rating.

To what extent does the attempt to improve rural-school conditions by giving meritorious recognition to schools that meet certain prescribed standards better the situation? Reports and circulars issued by State departments of education and State boards of education in Connecticut, Illinois, Iowa, Kansas, Maryland, North Dakota, Oklahoma, Oregon, South Carolina, South Dakota, Texas, Wisconsin, and Wyoming contain statements which indicate that standardization improves physical conditions, raises the qualifications of teachers, increases school attendance, and stimulates school officers, teachers, and patrons to make the schools more efficient.

SHALL OUR CHILD GO TO COLLEGE?

By William Byron Forbush

Merely that a boy or girl has graduated from high school and fulfills the college requirements and has a good-natured willingness to go on or an eager desire to share the social or athletic life of a college is not an adequate reason for sending such a youth to college. I am a believer in what Mr. Gerald Stanley Lee has called "the top-shelf theory of education." I believe that only those things that are reached up to with desire and effort are prized or made good use of.

I may put my answer to the question abruptly: Only those should go to college who earn their way through. I do not mean by this that every college student should literally earn enough to support him through the getting of his education, though I do think this is a good thing for most. There are three ways of earning a higher education, says President Le Baron R. Briggs—by money, by enthusiasm, and by strenuosity. A boy who has such a mark set before him at fourteen ought to be able and willing to earn half money enough by the time he enters college to take him through his first year, and this, with health and industry, will assure an entire college course to anybody. This is a good test for the boy whose only conscious aim in going to college is to play football, or to postpone hard work. A higher education costs, including the interest on money that might be earned during the time in commerce, about ten thousand dollars, and both a parent and a son or daughter wants to realize this before embarking on a purposeless but expensive course of training. A girl too can do something by her works to show her faith in the education that she wants.

Another test is enthusiasm. One who realizes the value of college will get the best out of college. As soon as it is evident that a boy or girl has started to build a temple and not a wood-shed out of his life it will pay to educate him. Such an one will not put first things last. The man who has found his place can afford to play football.

Strenuosity is a test where enthusiasm is wanting. If one is a plodder it will pay to see what further can be made out of him. We know at least that he is not an invertebrate. He will probably do good work, and he may awaken to do brilliant work.

So if a boy or girl is willing to earn his education by money or enthusiasm or strenuosity, any one or two of them, he ought to go to college.

To the boy or girl who has energy and purpose, the higher education beckons, and to such, who have good health and are unfettered by obligations to others, such training is accessible.

WRITING

BEGINNING TO WRITE *

By Alice M. Krackowizer

§1. WRITING, A MEANS OF COMMUNICATION

Anything that is part of the child's experience in life may function in his written expressions, providing only (1) that he has something to express; (2) that he wishes to express it through the symbols used in writing; (3) that the mechanics of the process are not beyond his muscular and nervous control. In written expression again the child's motive should be the dominating factor in the situation. With this in mind, the thoughtful teacher can grasp many opportunities for guiding the children along this avenue of expression. Unless used in this manner, written expression has no place on the program of any grade; only thus can it be what it should be, expression of thought for the satisfaction of oneself, or the benefit of others. Why should little children be forced into the mechanics of writing unless they have in their minds something they wish to convey to others through this channel?

Those of us who are placed in a position where we *must* teach writing may be reassured by the fact that most children will wish to write as they wish to read,—at a reasonably early age and for the same reasons already stated. Hence the question largely becomes one of rationality in approach and method, such as has been suggested in connection with the teaching of reading.

As to method: The word should be written upon the board in large, well-formed letters. It should be erased before the child writes it; the limiting effects of *copying* in the early stages are seen in the lack of independence and absence of freedom of movement, which is one of the first essentials in learning to write. When necessary, tracing on the blackboard may be resorted to as a preliminary step in order to acquire muscular control and a sense of form; this should be done only in cases of extreme need. The teacher may also guide the hand and arm for the same purpose. The teacher may write much and freely for the children; imitation plays an important part in this work, and the unconscious feeling for rhythm and motion acquired in this way is a great help.

Attention, however, should not be centered upon the movement but upon the finished product. This is in line with modern psychological teaching. The pattern also must be good, because of the imitative impulse of the child.

Paper and pencil should not be used at all until considerable freedom of movement and skill in producing form have been attained upon the blackboard. Freedom of movement is more important than speed. Large, unruled paper and thick pencils furnish the necessary material when the time for this change has come. As to form, it should be stressed only when interfering with legibility or when resulting in carelessness; it should not be an end in itself, because of the fact that it will then interrupt the true function of writing, which is the expression of thought.

In the primary grades, children's attention should never be called to the mistakes they have made in writing; instead, the wrong form should be erased, the word rewritten by the teacher and special emphasis placed upon the portion presenting the difficulty.

§2. SUGGESTIONS FOR WRITTEN WORK

1. Pictures mounted and used for various purposes can be labeled by the children. This applies not only to the field of nature-experience, but to every other field of activity. For instance, in playing store, in gardening, in camping, in reproducing phases of primitive life, the various names may be written for puropses of identification. In camping, for instance, we may find "tent," "spring," "woodpile," "bed," etc., written in large letters and attached in the proper places.

*From "Projects in the Primary Grades." Used by permission of The J. B. Lippincott Company, Publishers, Philadelphia.

2. In dramatization of stories the characters may be written on the blackboard by the children opposite their names. For instance:

hen	Alice
cat	John
rat	Mary
pig	Louis

3. In impersonation of birds or animals children may write:

I am a—— (whatever the bird).
Who are you?
Can you——? (whatever the action).

Later on the children may write descriptions of themselves as representing certain characters to be guessed by others. Any number of variations can be introduced.

4. Simple invitations can be written and illustrated for various social purposes.

5. Children can record excursions taken or experiments made, or reproduce conversations worked out for dramatic purposes. They may be written upon the blackboard upon the *return from an excursion,* printed, and read by the children.

6. The calendar for recording weather or events necessitates a certain amount of writing.

7. Simple messages to sick friends, to Santa Claus, for birthdays, for materials needed, may introduce the letter-writing.

8. The gardening project furnishes opportunity for number, reading, and writing. The labeling of rows where seeds have been planted; the cost of seeds and plants; expenses of tools used; calendar of planting, progress, harvesting; the entries for the school fair; prizes awarded, etc.

9. Recipes worked out in connection with harvesting and with excursions to farm and country involve number, reading, and writing; records of experiments performed do the same; records of excursions are of intense interest to children.

10. The keeping of chickens necessitates reading, writing, and number. The care of other pets may suggest the same.

11. Daily bulletins recording data of interest may be posted.

In every case, writing should be a normal expression of thought, just as is speaking, drawing, modeling, or any other form of expression.

HOW BARBARA BEGAN WRITING*

By Wilson Follett

What follows is the account of a rather notable success, granted only the point of view which happens to be held by ourselves, Barbara's parents.†

§2. BARBARA DISCOVERS THE TYPEWRITER

We were *made,* parentally speaking, on the day when Barbara discovered the typewriter. Discovered it, I mean, as an object worthy of sustained curiosity; its existence she already knew well enough. She was just under three years old. Her erudition at that time consisted of the alphabet (learned earlier through a curious habit of not allowing her go-cart to proceed by a street-corner until the street-sign had been expounded to her), plus a few words and numbers acquired through the same process and from head-lines. And she was always seeing A's in the gables of houses and H's in football goal-posts. This is only to say that she had the normal child's curiosity and acquisitiveness. But the real, the commendable beginning was the day when she walked into my study and stood at my elbow for twenty minutes while I finished copying a manuscript on the typewriter.

§3. SHE MASTERS ITS MECHANISM

"Tell me a story about it," said she. It was a period when all conversation was by hypothesis a story. I set it down here, as to my own eternal credit if I never do another so creditable thing, that I forgot how busy I was supposed to be. I took her up and turned the contraption around and showed her exactly what made the bell ring. "Tell me about it again," said she—another inveterate formula of this period. In half an hour she knew how to put a paper in, straighten it,

*Condensed from an article originally entitled "Schooling Without the School." By permission of *Harper's Magazine* and of the author.

†This interesting experiment of teaching writing and reading by means of the typewriter deserves careful attention. The typewriting machine is becoming so familiar in the home as well as in the office, and is being used so much by housewives as well as by business men to-day, that it seems probable that handwriting will become more or less obsolete in the future. Consequently, the instrument is bound to be a useful one, and Mr. Follett's arguments for its educational use are sound. He also shows how the transition was made from typewriting to script, and how Barbara's mother helped her overcome her difficulties.—*The Editors.*

slide the carriage, strike letters, use the space-bar and the back-space, turn the platen up, and take the paper out. The next day she knew the names of all the characters on the keyboard, even to the absurd supernumerary §'s and ¶'s and *'s, and how to produce each, including those which required the shift-key. The third day she wrote a note acknowledging a gift, she sitting at the typewriter, her mother sitting across the room and dictating thus: "Capital D-e-a-r-space-capital C-o-u-s-i-n-space-capital H," and so on. It was three lines of typescript long, and it took an eternity of concentration—probably a half-hour—but she did it, in one burst, refusing to be stopped. Three months later she was taking many simple words of her dictation as words and not as letters; she had learned how to spell them by doing it repeatedly. Thus, at three years and three months she had learned a perceptible amount of reading—by the strange process of reading her own typescript! Literally, she had learned a form of writing before she knew anything whatever about reading.

§4. SHE LEARNS TO SPELL WITH IT

THAT was in June of one year. In October of the next year, at four years and seven months, she wrote her notes of acknowledgment behind the mysteriously closed doors of the study, emerging quaintly to ask one of us how to spell "interesting" or "particularly," showing us only the finished result, and treating herself to an independence unhappily beyond the scope of mere professional authorship by refusing to allow her precious documents to be "edited." Her notebooks of the next April show that she understood plurals and how they are formed from singulars; also that the plural for "baby" is "babies," whereas that of "monkey" is "monkeys"—to accomplish which, you will observe, it is necessary to know a vowel from a consonant. Learning to tell them apart, let me add, is an attainment which would not be speeded by calling them something else—e.g., "fat letters" and "lean letters"—in the fashion of the "baby-room"; for a child adores technicalities of diction, and is most interested when learning things that adults know, and calling those things by their adult names.

Barbara and I had a most absorbing session one morning, at her prompting, over words in -ometer—thermometer, anemometer, dynamometer, speedometer, barometer—she spelling them by the sound, learning the meanings by cross-examination of me, and afterward typing the words. This when she was four years and nine months old. Now, at five years and three months, she easily distinguishes nouns, adjectives, and verbs; also the difference between a phrase and a sentence. The reason why we have not as yet handed her a copy of the "Concise Oxford Dictionary" is that we are weakly fond of always seeing her run to us with her questions about spellings.

It seems topsy-turvy, to be sure, to let a form of writing precede every form of reading; yet the paradox has involved many advantages and, so far as we have yet discovered, no disadvantage that is not readily superable. Learning to read is speeded enormously when it takes the form of understanding what one's own fingers have just produced; the rate of production is so slow at first that every word is learned thoroughly, letter by letter; spelling, therefore, is acquired almost without teaching it; and the elementary phonetic laws of the language follow likewise. There is a great deal of incidental training for every finger of both hands; for it proves to be easier to teach the correct fingering than to allow the keys to be struck, as Stevenson played the piano, "with two melodious forefingers." Barbara has now fingered with automatic correctness for so long that she would be temporarily helpless if, for instance, her left little finger were hurt. This muscular training is distinctly profitable in connection with the piano.

§5. SHE LEARNS FACILE EXPRESSION

THERE is also a far greater advantage—namely, that typewriting is physically so easy, and the result so legible, that all the child's powers are almost immediately released for expression; whereas writing script is for several years so laborious that the mere physical act of forming the letters is all-absorbing. Let the typewriter be made the center of one's scheme of early training, and the passion for getting original stories down in visible and permanent form can have begun at four, and, by five, advanced to a point inaccessible to many children of ten not so trained.

When my daughter had finished reading "Cinderella," and followed it by inventing her own little fantasy of a rabbit who offered his paw and his heart to any little girl who could wear his ears for slippers, the ability to set it down exactly in typescript meant more to her—more, I mean, of vivacity and glow and recreation—than could be got out of the check for this article spent on mechanical toys.

§6. SHE LEARNS TO WRITE SCRIPT

THE ONLY serious disadvantage is the obvious one of postponing script for a little. This, so far as it concerned the reading of script, we overcame by a very simple device. We allowed Barbara to mark every new word she came to in her day's reading, and every word of which she was particularly fond. Her mother then *wrote* the marked words in a column on the left-hand side of one page of a note-book, after which Barbara copied them in type on a loose sheet ruled by hand to match the spacing of lines in the note-book. The finished list was cut out and pasted on the right-hand side of the page. Barbara soon read script easily and without reluctance, to say nothing of the training got by ruling her own lines, doing her own cutting and pasting, and typing the words exactly on the ruled lines, which happened to be spaced differently from the automatic spacing of the platen on the machine. We kept up this training almost daily for several months—until, in fact, Barbara could write her own list as well as typewrite it. Here is one typical list, from "Letting in the Jungle" in the second "Jungle Book": disorderly, brethren, average, ancestor, enviously, sensitiveness, heliograph, triumphantly, porpoises, unconcernedly, translated, torture, accompany, haft, tethered, penitently, insolently, sacrifices, commerce, conscience, vermin—some of the words new to her, some of them old favorites.

§7. WORTH-WHILE WORDS ARE EASY WORDS

I CITE this list in full in order to emphasize one of the points of which we have made ourselves surest—that it is fallacious and inept to distinguish between "hard" and "easy" words. Any word is only a word, in point of difficulty: "grandfather" is not a whit harder than "grand" or "father"; "commendable" is only "mend" preceded by "com" and followed by "able," all of which are inevitably familiar separately. A child can soon be brought to the point of studying out the pronunciation of every word encountered, with accuracy nine times in ten, by being taught to see in each long word a combination of familiar short words, prefixes, and suffixes. It was not only Barbara's boredom with primers and second and fourth readers, but also the utility of the normal vocabulary and normally constructed sentences, that drove us to the "Just-So Stories," the "Jungle Books," "Puck of Pook's Hill," the "Golden Treasury," "Longfellow's Poems," "Alice in Wonderland," and the other present favorites of Barbara. No wonder many young children find reading dull when they are constantly taught by implication that they must wait years before they can go beyond the nauseous monosyllabic vocabulary of the orthodox first reader! No wonder they read metallically and without inflection when they are condemned for years to the style of "I see a cat. The cat is black"! This sort of simplification is not natural, but artificial; and it is abnormally and perversely artificial, for it piles up gratuitous difficulties for the teacher by wantonly sacrificing the interest of the learner.

§8. SHE ALSO LEARNED PUNCTUATION

SHE KNEW what a comma and a question-mark and a hyphen were before she could pronounce their names; something about them made her chuckle as new words often do before she knows what they mean—e.g., "jabber." Such symbols as these she would track with a ruthless forefinger through a whole volume of print before she could read a single word.

One result of our encouraging, not stultifying, this normal childish attention to small details is that she has always read things as they are punctuated, with variety and an instinct for the proper accent. Her own compositional style, too, thanks to this same childish capacity for detail, has sentence-structure and the visible symbols thereof—unlike the original efforts of sundry university freshmen with whom her father has now and then had dealings. And when, at four and a half, she undertook to write script herself, there was found to be no need for letters a foot high; or great, sweeping, arm movements; she wrote a hand of civilized proportions as soon as she saw how to form the letters at all, and her fine script is fully as legible as the staring round-hand of the schools, besides being much more mature.

§9. THE GREAT LESSON BARBARA TAUGHT

IT IS in connection with writing that I can best illustrate the general constructive doctrine of this article—that the way for elementary teaching to succeed better is to offer more, not less; to make work interesting by making it a challenge to abilities in the child, not by disguising it as play. *Whenever we have failed temporarily with Barbara we have always discovered in the end that it was because we had asked too little to interest her, not too much for her to accomplish.*

When, for instance, we began to be annoyed by her indifference to writing—it was when she

was four and a half, and it seemed absurd for a child who could read and compose as she could to be still unable to write with a pencil—we tried to teach her to form the individual letters, beginning with the simplest. The undertaking dragged and cost more in effort than the results were worth. After a month of spasmodic attempts it was suggested to Barbara that perhaps she might like to write "clock." Clocks were at this period the consuming passion of her existence. At the notion of writing "clock," the child gleamed. The first day she covered a note-book with "clock," in a gawky but legible hand; the second day it was "pendulum"; the third, "tick-tock." Beginning on her fifth birthday, she wrote a few dated sentences each morning, usually to record what she had done the day before. It was the same with Arabic figures; she showed no interest in making them with a pencil until she had in her head all the arithmetic of the numbers up to twenty. Her writing of numbers practically began with whole arithmetic lessons.

But for our lucky faith that she could somehow copy whole words before she had formed a single letter reasonably well, she might still be signing her name in type. Our principal indictment of elementary education is that it is administered by those of little faith—in the child.

§10. THE IMPORTANCE OF REGULARITY

These, then, are some of the results. It seems to me that they make out a case for the regular daily lesson. I do not say that the subject of this treatment, if she were a prodigy or a genius, might not be where she is as a consequence of intermitted and capricious lessons, given, as it were, in parentheses, and disguised as something else. But I am very sure that Barbara—an example, as it seems to us and to others who know her, of absolute and beautiful normality in mind, disposition, and body—owes a good half of her attainment to the fact that she has been trained into accepting, expecting, and wanting her daily school tasks at a regular and recognized hour when she is fresh for them.

They take, after all, so little time, these daily lessons, and cause so slight a variation from the make-up of a child's ordinary schedule, that it is difficult to see how any one could dislike them as unreasonably exacting. One hour and twenty minutes a day, distributed among reading, writing, and typewriting, with one or another of these giving way in rotation to arithmetic, the study of words, geography, drawing—that is the utmost extent of the routine. The rest of the time from sun to sun, except for a rest-hour spent quietly alone, is occupied with playing out of doors, in an ecstasy of abandonment to sun and wind; picking baskets of flowers and watching birds and chasing butterflies; holding long conversations with her imaginary playmates, one of whom has been her constant familiar for three years—in short, with all the things a child of five is supposed to be doing.

§11. HOW HER MOTHER MANAGED IT

And this is the place for me to retract my too great emphasis on "I" and "we"—used only because Barbara's parents have an equal stake in the game and are agreed in all the essentials of how it should be played—and to confess that most of the method and all of the regularity have been supplied by Barbara's mother. And she is so very busy, much of the time, with other things than being Barbara's mother! On very many mornings the instruction is carried on by a housewife with, literally, a mop in one hand and a duster in the other, or from another typewriter in an adjoining alcove, with only occasional visits of inspection to the schoolroom. This I note for the encouragement of any interested parent who fancies that to live this humane life with one's children takes great resources and abundance of leisure. It takes, principally, the faith in the child, and, after that, the will and the patience.

Between the bookcase and the wall
Is raised a castle, gray and tall,
The desk top is a wooden moat,
The rocking chair's a pirate boat,—
My little boy, turned six to-day,
Has fierce adventures in his play.

. . . . . .

O ye who never knew the life
Of dragon-hunting, golden strife
Of pirates on a windy sea
Returning meekly home for tea;
Who never heard the black knight's call—
I fear ye have not lived at all!

—*Annette Wynne*

SPELLING

HOW WE TEACH SPELLING

THE successful teaching of spelling rests heavily upon at least three bases: First, the selection of the words to be studied and taught; second, the method of teaching the original lesson; third, the frequent iteration of difficult words.

§2. SELECTION OF WORDS FOR TEACHING AND STUDY

THE ELEMENTARY school is justified in attempting to secure in spelling that proficiency only which is required by everybody in the common needs of every-day life and it is not justified in providing for the special needs of particular classes. Still less is it justified in attempting spectacular feats in spelling for the gratification and edification of an uncritical audience on exhibition days.

With the scope of the work in spelling thus limited, a very high degree of efficiency can be and must be attained. Seventy per cent or eighty per cent or ninety per cent is no standard of efficiency in spelling. Rather is the standard such a degree of excellence that the word is rarely if ever misspelled.

It is a principle of learning that whatever cannot be put to immediate use, either during the learning process or directly following it, is not likely to be retained. It follows from this principle that the words which are selected as spelling lessons should be a part of the actual writing vocabularies of the children. Arbitrarily chosen lists of words, which adults think children ought to know, are not for this reason good spelling material. Words which will be needed by the child when he becomes an adult, but which he learns in childhood and never uses in a natural way, are more than likely to be forgotten.

Spelling material based upon a study of the words used in children's spontaneous written composition provides the only fixed lists of words, the teaching of which to all children is defensible. Investigation, however, discloses that children in their own composition use a relatively small number of words and there is much uniformity in the writing vocabularies of children of the same age everywhere. While the above is true, the teacher must, on the other hand, remember that spelling is an individual matter and no two children possess exactly the same writing vocabulary, nor do they misspell exactly the same words. For this reason a part of each pupil's study should be spent on his own personal list of misspelled words.

§3. USEFUL METHODS

THE FOLLOWING procedure in the selection of spelling material is recommended:

(1) Use spelling books based upon results of careful and extended investigation of the vocabularies of children. Give the class an advance test on twenty-five words and then select for class teaching all words which are misspelled by twenty per cent. or more of the class. Continue at the interval of a day with the next twenty-five and so on in the same manner.

(2) When a point is reached such that the class misspells ten per cent. or more of the words dictated in two tests, cease to give tests and teach every word in order. But at least once a month give a test in advance and whenever the number of misspelled words is ten per cent. or less continue as suggested in (1) above.

(3) Watch the children's written papers and make a list of all misspelled words in a note-book. Select all words misspelled by twenty per cent, or more of the class to be added to the list of words for teaching. Many of these will be words which will occur later in the spelling book and they should be checked in the text as soon as taught.

(4) Require each pupil to keep in a suitable note-book, the ordinary spelling blank will do, a personal list of words. This will include: (a) words missed by him in the spelling lesson whenever the list is not repeated; (b) words missed by him in the spelling tests from the book which are not taught to the whole class; (c) words found misspelled in his written papers which are not taught to the class as a whole; (d) words which he has been told how to spell in composi-

tion and elsewhere. Require the pupil to faithfully study his own personal list and at fixed intervals give him a test on the same.

§4. HELP AT HOME

Spelling is one of the subjects in which the parent can render efficient aid. The children who take home lists of words to spell can first be tested by the parent, both orally and in writing, to see how many they know, the others being noted for further study. After the latter have been thoroughly studied the test can be given again until all are recited correctly. Word games, anagrams, making small words from the letters in a long word, help to make correct spelling automatic.

SPELLING GAMES

By Edna E. Harris

Print some letters on cards. Make them in duplicates and place them flat on the table, where they may easily be seen. For illustration, let us start with the three cards, a, l, l. Build "all," then put b in front of it and build "ball." Continue with other cards, as call, fall, etc., having the child name each letter as he builds the word. Build other series, as the "at" family (bat, cat, fat, etc.), each time spelling the word.

Let the child build any word he likes.

Make lists of words and let him build them. Have him build his name, the words Father, Mother, etc.

Give him a blank-book and help him make his own dictionary, writing each new word learned in its appropriate place.

These are simple little exercises, but they will help prepare for what from sad experience I am tempted to call the real spelling ordeal.

MATHEMATICS

WORK AND PLAY WITH NUMBERS

By Edna E. Harris

The other articles that have reference to number-work, particularly the one entitled "Home Opportunities in Number," emphasize how the child's play and work themselves bring him into interesting situations, the solution of which is found in exercises with number. Miss Harris' own problem is a different one. She works in a large primary room with screwed-down desks and no apparatus except what she makes herself. Her contribution is all the more valuable on this account.

She shows us how one may use common materials and the game-spirit, in an orderly manner, to solve the simple number-problems and master the first tables and number-combinations. She also helps both mothers and teachers who are interested in children in the old type of schools by revealing how arithmetic may be relieved of its deadly dullness. The painstaking detail with which she works out her methods reminds us that there is no royal road to learning in any field, and that, no matter how playful the method, some sort of drill and repetition is necessary in the case of all but precocious children before arithmetic can be made a dependable tool.

Of course, the mother at home may utilize "real things," such as the seeds of the garden, the knives and forks of the table, the food from the kitchen, instead of the tablets and disks which Miss Harris found necessary in the schoolroom, and she may extend her practice with the building-blocks in the nursery.—*The Editors.*

Arithmetic is the one subject which lends itself most readily to the play-idea. Without entering upon the much-debated question, When shall arithmetic be introduced? it may be positively stated that the child's delight in number-games is sufficient justification for its early introduction, I might say continuation, in the course. It is to be conceded that he is to be taught only the very beginnings of number and the most elementary number-processes, and demands for immediate proficiency in handling number must not be permitted to interfere with his normal development.

The three phases of arithmetic to be considered are: counting, reading numbers, and the teaching of definite number-combinations. It is the opinion of modern educators that written arithmetic should be eliminated from the first year. I heartily indorse this opinion, so I have omitted it here.

§2. COUNTING

(*a*) *Games*

Counting appeals to the majority of children, its fascination being probably due to their innate response to rhythm. But purely rhythmical counting is to be avoided. At this time there must be constant association between objects and definite number-ideas. This does not mean that the counting exercises be allowed to deteriorate into the counting of groups of uninteresting objects merely for the sake of such association. This is both unnecessary and unjustifiable, especially when there are so many points of interest from which to proceed.

Bouncing a rubber ball either by hand or by an attached tennis-racket is in itself an interesting occupation; it becomes doubly so when it is made a test of skill.

"How many times can you bounce the ball without stopping?" Try a number of times; compare the numbers; do they show progress? If several children are in the group, the element of competition enters and lends interest to the game.

Ring-toss is another game in which counting is prominent. The child may be asked questions as follows: "How many rings are there to toss?" "How many rings did you throw over the stick?" "How many fell outside?"

A ball may be balanced on a box or a cube and placed on a long table or on the floor. The child should be allowed a definite number of chances to unbalance the ball by rolling another toward it. "How many times did you hit the box?" "How many times did you unbalance the ball?" "How many times did you fail?"

Tenpins is another good counting-game which closely resembles the other. Skipping rope is a game of this type.

(*b*) *Dramatization*

In order to make the counting process still more definite, have the child group his ideas around familiar songs, rhymes, stories, or pictures in which certain numbers stand forth more or less prominently. That is, in order to dramatize these, he unconsciously becomes aware of the numbers.

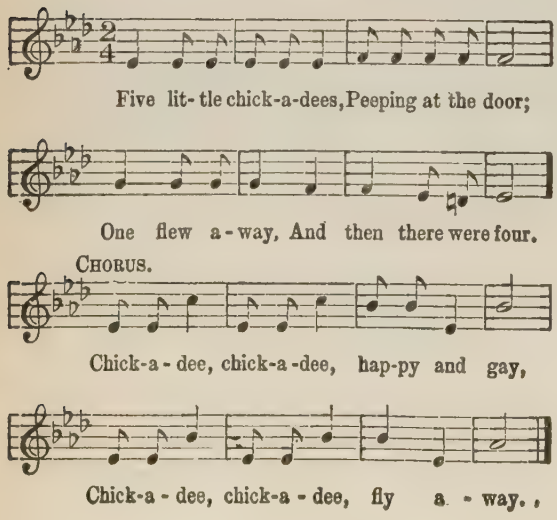
Many of the rhymes and stories may be dramatized, and the dramatizations will necessarily in-

volve the use of a number of children. Where the desired number is not available, pictures or objects may be substituted, or the dramatization may be turned into drawing or picturing it.

The plan will be carried out with the "Chickadee" game. Other dramatizations should be used in the same way, if the child is to receive definite number ideas.

FIVE LITTLE CHICKADEES.

HARRIET S. JENES.


Five lit- tle chick-a-dees, Peeping at the door;
One flew a - way, And then there were four.
CHORUS.
Chick-a - dee, chick-a - dee, hap-py and gay,
Chick-a - dee, chick-a - dee, fly a - way.

2. Four little chickadees,
   Sitting on a tree;
   One flew away,
   And then there were three.

3. Three little chickadees,
   Looking at you;
   One flew away,
   And then there were two.

4. Two little chickadees,
   Sitting in the sun;
   One flew away,
   And then there was one.

5. One little chickadee,
   Left all alone;
   He flew away,
   And then there were none.

The dramatization is very simple. At the beginning of the song, five children sit in a row on the floor. When the line "One flew away" is sung, one child imitates the departing chickadee and "flies" to some other part of the room.

When all the chickadees have flown away, sing the following:

Five little chickadees,
  All gone away;
But they'll come back
  Some bright happy day.

Chickadee, chickadee,
  Happy and gay;
Chickadee, chickadee,
  Fly this way.

The chickadees fly home again and are given food and water, for which they gratefully peep their thanks.

This may also be used as a finger-play, the disappearing chickadees being represented by turning first the thumb, then each succeeding finger, into the palm of the hand.

(*c*) *Objects*

Stick-laying.

Exercise 1. Another way in which counting may be made definite is by laying sticks or toothpicks in simple succession, the units being based on the number desired.

Illustration: One soldier standing up, one soldier lying down, etc.

Or,

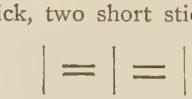
Two soldiers standing up, two soldiers lying down, etc.

Or,

One long stick, one short stick, etc.

Or,

One long stick, two short sticks, etc.



If colored sticks are used, the alternation may be that of color.

Or,

One red stick, one yellow stick.
Two red sticks, two yellow sticks.

Or,

One red stick, two yellow sticks, etc.

These are not only good counting exercises, but they also lead to originality in design and border-making, and are ideas which should be carried over from the kindergarten to the first year.

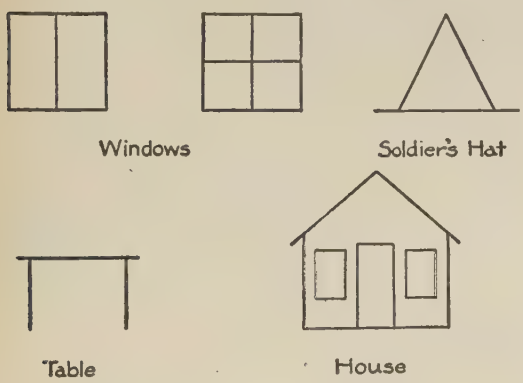
Exercise 2. Stick-laying affords opportunities for making objects within definite number-limits. Mother and teacher alike will find it both profitable and interesting to continue this occupation. remembering that it is now number, rather than form, that is to be made the dominant idea.

Give the child ten or twelve sticks; from this number he must select the number needed. The mother has a similar pile.

Mother. "I can make a chair with some of my sticks." Make the chair. |=| "How many sticks did I use?" "See if you can make a chair with four sticks." The child must select the number of sticks with which to build.

Mother. "I can make a prettier chair." Makes the chair. "How many sticks did I use this time?" "See if you can make a chair with five sticks."

The child himself will readily invent other objects. The following are merely suggestive:



Exercise 3. The organization of our national army may be demonstrated, to the child's profit and delight.

Illustration:

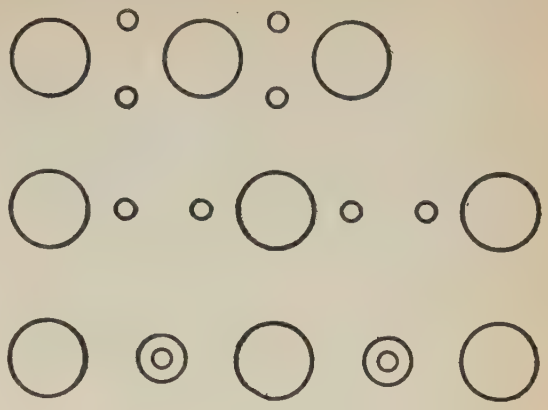
Squad, consisting of corporal and seven men. (8 sticks.)

Platoon, consisting of seven squads, three sergeants and one lieutenant (60 sticks), etc.

Wire Rings. Wire rings lend themselves very readily to simple counting exercises. As a substitute for the kindergarten rings—which come in three sizes, one inch, one and one-half inch, and two inches diameter—use curtain-rings or rings cut from cardboard.

Make shell-borders as follows:

Simple alternations of one and two:



Bead-stringing. Bead-stringing is a kindergarten occupation that offers wonderful opportunities for counting. The alternation may be one of color or form—one yellow bead, one red bead, or two red beads, two yellow beads, etc.; or one cube, one sphere, or two cubes, two spheres, etc.

Any number of combinations will readily suggest themselves.

Chain-making. Chain-making is another kindergarten occupation that may be made to serve as a delightful counting exercise.

Paste the first strip so that the ends overlap. Insert the second strip, then paste so that the ends overlap, etc., etc. Alternations of color may be made the basis for counting by ones, twos, threes, etc. A pretty Christmas chain may be made by alternating reds and greens—one red, one green, or two reds, two greens, etc. A patriotic chain—one red, one white, one blue, etc.—gives an opportunity to count by threes. A Thanksgiving chain may be made by alternating yellows and browns.*

§3. READING ASSOCIATED WITH COUNTING

(*a*) *Games*

Keeping Score.—Keeping score has the double advantage of recording the child's progress and familiarizing him with written symbols and their meanings.

When playing the games suggested for counting, keep score. Call the child's attention to the

*My small niece and I have a game which we call "Making patterns"; we play it on the typewriter. First I lock the machine so that the "figure characters" will be written when a key is struck. Then we use the equality (=) or the number (#) sign or both. When only one of these characters is used we make the pattern by changing the ribbon so that first it writes black and then red. We decide on the "unit" or "count" for our pattern, and then strike the chosen key that number of times, when we change to the other key or change color. The pattern is varied as in weaving.—*J. E. B.*

symbol. Have him repeat it, so that you may be sure that he knows the number for which it stands.

(*b*) *Booklets*

Pasting.—Direct association may be made with the written symbols by pasting pictures, or small squares or circles, cut from colored paper, on sheets of heavy drawing-paper, and either printing or pasting the corresponding numbers below. These sheets should be arranged in numerical sequence and tied together in book-form.

The size of the sheets will depend upon the size of the pictures, but they must be uniform. The numbers may be cut from calendars and the pictures may be taken from old books or catalogues, but are preferably those made by the child himself with the aid of patterns.

Additional interest is given if the child is allowed to do his own cutting and pasting.

Exercise 1. Pictures. Illustration: Two Birds.

A picture of a bird may be found in a nature-book or a child's picture-book. Sets of bird-pictures may be obtained at a nominal price from the National Association of Audubon Societies.

Carefully trace the outline with tracing paper and cut this out for a pattern. Pin this pattern to a piece of stiff paper (Bristol board or cardboard), and draw the outline. Cut this out and give it to the child as a guide. He may cut his birds either from colored paper or from white drawing-paper colored with crayon. If white paper is to be used, be sure to color it before cutting out, otherwise the edges are likely to be torn.

When the birds are ready, paste them on the mounting sheet and paste the figure 2 below. Repeat this with each of the other numbers, at least from one to twelve, using any kind of pictures desired. When complete, let the child arrange them and tie them together in book-form.

Exercise 2. Stories, Rhymes, etc.

An interesting number-book may be made by mounting pictures for stories, rhymes, and interesting facts associated with definite number-ideas. The pictures may be taken from old picture-books, or they may be imaginary drawings made by the child. Use but one picture for each rhyme.

*Drawing**

Exercise 1. Drawing based on objects, borders, or designs made in stick-laying.

Exercise 2. (*a*) Imaginative drawings made to illustrate each number from one through ten.

Illustration:

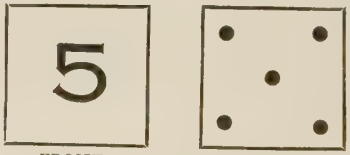
(*b*) A delightful little five-page booklet may be made of imaginative drawings illustrating the story of "The Three Bears."

Page 1. The bears
Page 2. Three bowls
Page 3. Three chairs
Page 4. Three beds
Page 5. Goldielocks running away from the bears.

(*c*) *Dramatization*

Make squares of cardboard or Bristol board and either print or paste one number upon each card. If desired, a corresponding number of squares or circles may be drawn or pasted on the opposite side.

Illustration:



The size of the squares, and consequently that of the numbers, will depend upon the distance from which the cards are to be used. If the games are to be played between the mother and a very small group of children, small cards will do, about 4 x 4. When used in the schoolroom, the figures must be large enough to be seen easily by every member of the class, hence large cards are needed—about 7 x 7.

Dramatize the rhymes or stories previously suggested and use these cards, changing them to correspond with each new scene.

Illustration: "Five Little Chickadees."

Five children take part in this game, so five cards must be used.

*Dr. Junius L. Meriam acknowledges some place for handwork as a child's means of expression for ideas in addition and multiplication, such as by the arrangement of blocks or the cutting of squares and disks, but he thinks this is more likely to be true of children who do not yet have sufficient control of language to express their ideas. He warns us that the peril of the method may be that they shall be so much more interested in the construction than in the idea that they might miss the idea we are trying to convey.—*The Editors.*

When there are less than five children playing, use it as a finger-play.

Arrange cards consecutively as follows:

"How many chickadees are there?" Ans.: Five. "Count them." As the chickadees are counted point to the corresponding card. Play the game. When the first chickadee has flown away, remove the last card. "How many chickadees are there now?" Ans.: Four. Count them again, pointing each time to the corresponding card. Continue the game and as each succeeding chickadee flies away, remove the last card. Stop each time to count and call attention to the cards.

When the last chickadee has flown away, call attention to the fact that none remains, and show a card on which *O* is printed. Call attention to the fact that this is the symbol which stands for nothing at all.

(d) Objects

Exercise 1. This device may easily be made at home. Take a wooden box—a cigar-box will do—cut down the front until it is about one-half as high as the back, then slope the sides. Divide the box into eleven compartments. These compartments may be made by cutting strips of wood from the lid a little shorter than the width of the box and gluing them in, in crosswise divisions.

Cut from an old calendar the numbers from naught to ten. Arrange these numbers in numerical sequence, and paste one number at the back of each compartment.

Leave the first compartment empty, place one stick in the second, two in the third, and so on.

Mother. "Bring me five sticks." The child takes the sticks from the compartment marked five.

Mother. "Bring me nine sticks." The child takes the sticks from the compartment marked nine, etc., etc.

The greatest value of this device lies in replacing the sticks. All the sticks should be placed in one pile, then replaced in the box in their respective compartments. The first compartment will, of course, remain empty. This will help the child to realize the significance of the naught.

Exercise 2. Small wooden cubes and the Bristol board number-cards may be used in this exercise. If desired, buttons or toothpicks, in fact any common object, may be used instead of the cubes. Arrange the cards in natural order. The children close their eyes and a certain number of cubes or objects are placed on the table. At a certain signal the children open eyes, and find the card containing the corresponding number.

When the relationship has been well established, arrange the cards in any order and repeat the game.

In using the above device it is wise to limit the number of cards and cubes to a small number, possibly eight or ten.

In all the foregoing exercises there has been more or less direct association between number and its corresponding symbol, but the child must learn to know number as an abstract idea; he must know the symbol without stopping to count objects. We must now advance to exercises in which the symbol appears alone.

§4. NUMBER AND READING

THE CALENDAR may be used as an introductory step. Secure a large block calendar. Let the child take off the daily sheet each morning and tack it with a thumb-tack in a place especially reserved for the purpose. A large sheet of cardboard or a piece of denim fastened to the wall will do. Place it low enough so the child can reach it easily.

At the end of each month remove the old papers and begin over again, saving the old numbers for pasting purposes.

Letters and figures, either cut from or pasted on cardboard, may be used to record the date. Have the child copy the date from the calendar, giving him as little help as possible.

The following simple exercises will help establish the symbol in the child's mind.

At least four or five figures must be learned before these games can be played.

Exercise 1. Cards arranged in sequence.

(a) Which card tells the story about the "Five Little Pigs"?
Which one stayed at home?
Which one cried "Wee, wee, wee," etc.?
Which card tells the story about the blackbirds?
Which tells how many bags of wool?
Which tells what the clock struck?

(b) Rearrange cards in any order and repeat questions given above.

Exercise 2. Cards arranged in order.

(a) Bring me 3, 5, etc.

(b) Rearrange cards and repeat.

Exercise 3. Arrange cards in any order. Child arranges in sequence.

Exercise 4. Write a list of numbers. Let the

child match these numbers with the corresponding cards.

Exercise 5. Write a list of numbers.

(a) Call a certain number. The child finds it and crosses it off.

(b) Write a number and cover it quickly. The child names the hidden number.

Exercise 6.

(a) When a number of cards are used, a list of numbers may be written on a blackboard. Turn the cards slowly from back to front. When the child sees a corresponding number he says, "I see it," and crosses it off.

(b) Select some number. Turn the cards until that number is revealed.

These exercises may be conducted in two ways —either by naming each card as it appears, or by remaining silent until the desired number is seen. (No limit has been placed on numbers read, but Exercises 7 and 8 may be reversed, if desired.)

Exercise 7. Sam informed us one morning that he could do a trick. Upon being told that he might do it, he went to the blackboard and wrote the number 624. He then covered the middle figure and said, "Now it is 64." He covered the first figure and said, "Now it is 24." He then covered the last figure and said, "See, it is 62 now."

We thought Sam's trick very clever, but he told us that was not all. He opened his box of cardboard figures and took out the 6, 2, and 4. He said: "You see this; now watch me. I'll put the six at the end and have 246. Now I'll put the two at the end and have 462. I'll put the four in the middle and have 642. Now I'll put the six at the end and have 426."

We tried this with other numbers, each one working separately, then compared lists to see who had the most.

Exercise 8. Here are two little exercises in classification. Take a set of cards containing the numbers from one to one hundred.

(a) Arrange them in series of tens:
First row—numbers from 1 through 9.
Second row—numbers from 10 through 19.
Third row—numbers from 20 through 29, etc.

(b) Find all the cards containing 4.—4, 14, 24, etc.
Find all the cards containing 7.—7, 17, 27, etc.

§5. COMBINATIONS ASSOCIATED WITH COUNTING AND READING

Nearly all of the following games may be used without reference to the symbols. The child has now had sufficient number-experience to grasp the association of numbers with symbols with practically no difficulty, so it seems advisable to introduce them here.

Combination-cards may be made of cardboard or Bristol board. A corresponding number of colored squares or circles may be drawn or pasted on the opposite side, if desired. When this is done, two sets of cards should be made, as it is necessary for certain games that one side be blank.

(a) Games

Groups of children are required for these first two general games involving definite number-combinations. They are seldom practicable in the home, except at parties. The game of "London Bridge" is a game of this type. At the beginning of the game, two children form the bridge, through which possibly six or eight children are to pass. The number-combination would be 2 plus 6, equals 8, or 2 plus 8, equals 10, as the case might be.

As the game proceeds the combination changes.

Illustration:

One child caught on bridge	1
Two children left on one side	2
Two children left on other side	2
Three children now forming bridge (two original bridge-makers, and one former prisoner)	3
	8

This is a particularly good game for work of this sort, as it offers a variety of combinations, and the natural pauses in the game afford excellent opportunities for number-analysis.

The train-game may be used either for counting or combinations. One child represents the engine, another the whistle, still another the bell, and two others the engineer and conductor. Any number of children may go on the train. When all are ready, the children stand in line with hands on each others' shoulders. The bell rings, the whistle blows, the conductor shouts "All aboard," and the train is off.

Illustration:

Engine, including whistle and bell	3 children
Engineer and conductor	2 children
Passengers	6 children
Total	11 children

The following *sense-games* may be used either with or without the combination-cards. If the cards are used, the child not only names the combination but also finds the corresponding card.

These games may be used to teach definite sets of combinations or as general card-games.

Exercise 1. *Touch*

(a) Blindfold the child and place a certain number of marbles or buttons in each hand. He must name the combination without looking.

Illustration: "I have three marbles in one hand and two in the other. Three marbles and two marbles are five marbles."

(b) Blindfold him and lead him from one side of the room to another, having him touch a definite number of objects on each side.

Illustration: "I touched three chairs on one side of the room and one chair on the other. Three chairs and one chair are four chairs."

Exercise 2. *Hearing*

(a) Tap a certain number of times either on the table or on the floor, then pause for a moment and tap some more. Have the child name the combination.

(b) Strike in succession a certain number of notes on the piano. Wait a moment, then strike some more. Name the combination.

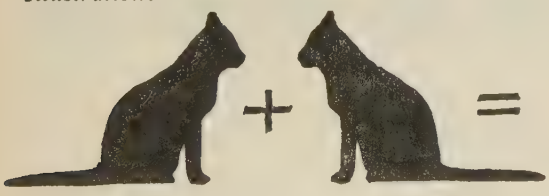
Exercise 3. *Sight.*

(a) Place a box on the table. Back of it hide a number of wooden cubes or small objects. Take some of these and put them on top of the box, then place others in front of the box where they may be seen. Leave them a moment, then remove. Work quickly. The child must name the combination.

This exercise is intensely interesting when used in connection with the combination-cards. The number of cubes in front of the box should correspond to the number on the bottom of the card; those on the top to the number on the top of the card.

(b) Make a set of combination-cards, using pictures instead of numbers.

Illustration:



These cards should be used in connection with each new set of combinations taught. Children enjoy using them as follows:

Arrange the picture-cards in an upright position so that each card will be in plain sight. Match them with the regular combination-cards.

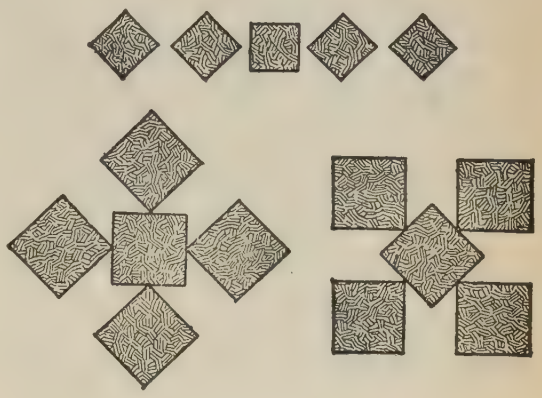
(b) Booklets

Booklets illustrating combinations may be made similar to those described under counting.

Pasting

1. Pictures

2. Parquetry



Drawings.

1. Based on objects, borders, and designs previously made with sticks or wooden tablets.

(a) Objects

(b) Borders |=|=| 1+1+1=3

(c) Designs

For this last, use small wooden tablets or cardboard patterns, tracing around them. The outlines may be filled in with color if desired.

2. Imaginative.

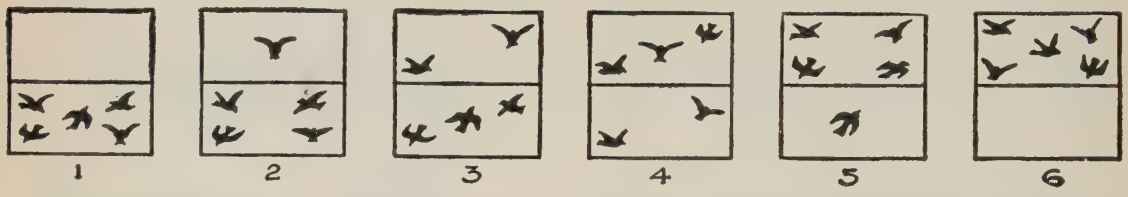
(a)

(b) Interesting little booklets may be made by illustrating the successive scenes in any of the stories or rhymes suggested under counting.

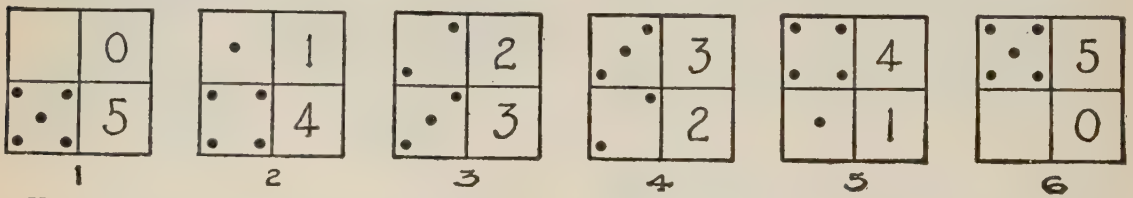
(c) Dramatization

Illustration: "Five Little Chickadees."

Make cards a little longer than the regular combination-cards and about twice as wide. On both sides draw a heavy black line across the middle from left to right. On *one* side draw a heavy black line across the middle from top to bottom. This will make four spaces on one side of the card and two on the other. Cut out patterns of flying birds and paste them on this latter side as follows:



On the other side draw or paste colored circles in the divisions on the left, and print the combinations in the divisions on the right, as shown below:



Exercise 1. *Illustration:* "Five Little Chickadees."

Have also a regular set of combination-cards on which the above combinations are printed.

This is a game about "Five Little Chickadees," so all the number-stories are to be stories about 5.

(a) At the beginning of the game all the chickadees are at home, so we show card No. 1 of the first set.

During the singing of the first verse one chickadee flies away. This leads us to the fact that four chickadees are at home and one is away, so we show card No. 2 of the first set. As each chickadee flies away, the number-story changes and we show a new card.

(b) Repeat the dramatization, using reverse sides of the cards. The child will gradually grasp the idea that the number at the bottom shows "how many are at home" and the number at the top, "how many are away." This apparently foolish step is really very important, as it is leading to the subtraction-idea.

(c) Repeat the dramatization, using only the regular combination-cards.

Cards for other dramatizations may be planned in much the same way, the picture or number at the bottom always standing for the thing seen, that at the top for that which is supposed to have gone.

(d) Objects

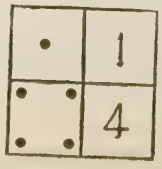
The following exercise is really a transition step, but where there are not enough children present to make a dramatization possible, this exercise may be substituted and made the basis for counting, reading, and combination games.

Either rule or buy sheets of cardboard already ruled in inch-squares. Cut off one strip five inches long and one inch wide. Now take five wooden or cardboard circle (if possible use the kindergarten seventh gift) and we are ready for our game.

The five counters are to represent the five chickadees, and the cardboard strip the chickadees' home, one room for each chickadee. We arrange them in this way:

At the beginning of the game we talk about all the chickadees being at home, and show the combination-card.

We then sing the first verse of the chickadee song; at the words, "one flew away," we pick up the counter at the extreme right and place it in the corner of the table.



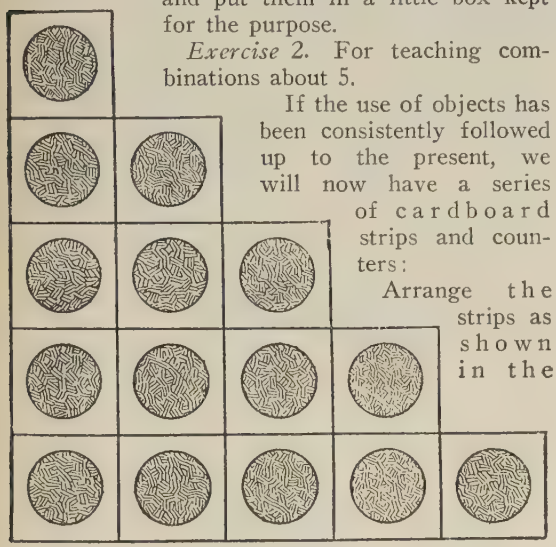
We then talk about the four chickadees at home, and one away, and show the card.

After this we sing each verse in turn, stopping each time to talk about our new story, and the new combination-card. The children always enjoy telling just how that card

is going to look before it is seen. At the conclusion of the song, in true kindergarten fashion, we bring all the chickadees home again, while we sing:

"Chickadee, chickadee,
Happy and gay,
Chickadee, chickadee,
Fly this way."

All the chickadees are now supposed to be asleep, so we lift them quietly, house and all, and put them in a little box kept for the purpose.



Exercise 2. For teaching combinations about 5.

If the use of objects has been consistently followed up to the present, we will now have a series of cardboard strips and counters:

Arrange the strips as shown in the above illustration. Remove the counters and the idea of steps will evolve. The counters may now be discarded.

Other combinations may be developed by means of either of the following:

Blocks.—Have a carpenter prepare blocks of wood varying in height from two to twenty inches, but having a uniform base 2 x 2 inches. The blocks should be made in duplicates through ten inches; after that single blocks will do.

Paint the smallest blocks black. Divide the 2 x 4 blocks into equal parts, paint the lower half black, the upper half red.

Divide the six-inch block into three equal divisions; paint the upper and lower divisions black, the middle division red. Paint each of the other blocks in the same manner, alternating the colors, so that they will resemble black and red cubes piled on top of each other. Begin each series with black.

Cardboard Strips.—Cut strips of heavy cardboard ruled in inch squares. These strips should be uniform in width but vary in length, the longest being ten or twelve inches, the shortest one inch.

The number of strips will depend upon the number of combinations to be taught.

The following will exhaust all combinations within 10:

10 strips 1 x 1
5 " 1 x 2
3 " 1 x 3
2 " 1 x 4
2 " 1 x 5
1 each from 1 x 6 through 1 x 10

As soon as a new number is taught, place it in its correct relation to numbers previously taught, thus continuing the idea of steps. It will be noticed that two sets of steps are used. This is because duplicates are necessary to give an accurate conception of certain number combinations.

At the beginning of each lesson, arrange both sets of steps at the left, the larger at the bottom, the smaller at the top. Build at the right. A systematic and uniform method of handling a device overcomes confusion.

For the sake of illustration, I will take the number six and show how its various combinations may be taught. It is assumed that the child is familiar with the combination through 5.

Addition

Mother. "Build me two sets of steps, one having but two steps, the other five."

Child arranges steps as illustrated.

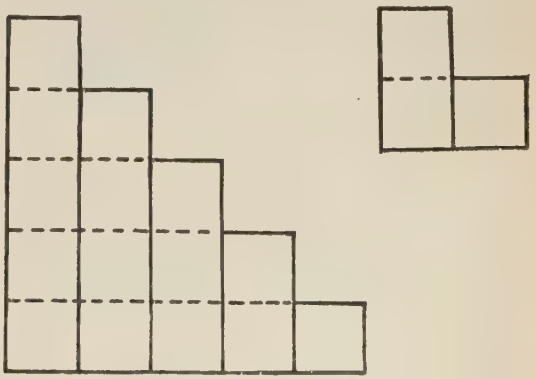


FIGURE A

Mother. "Place the first step at the lower right-hand corner of the table."

Child places the step.

Mother. "Place the fifth step on top of it."

Child builds—

FIG. B

Mother. "Find one piece the same length."

The child will be unable to do this from the pieces on the table, but do not let him have six at this time. *Create the need* for a number before giving it.

Mother. "If you can not find a piece that matches, put your one and five back where they belong."

The child places the one and five back in position.

Mother. "Place the second step at the lower right-hand corner of your desk."

Child places the step.

Mother. "Place the fourth step above it."

Child arranges the steps as in B, using the second and fourth step.

Mother. "Find one piece the same length. What piece do you need?"

Child. "I need six."

Mother. "Find it in your box and see if it matches."

Child matches, as shown herewith.

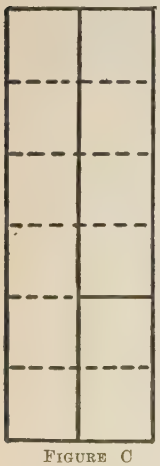


FIGURE C

Mother. "Place the four on the bottom and the two on top. Does it make any difference?"

Child. "No."

Mother. "How many are two and four?"

Child. "Two and four are six."

Mother. "How many are four and two?"

Child. "Four and two are six."

Mother. "Replace the four and the two. Leave the six."

Child places the four and two back in position (A) and leaves the six.

Mother. "Place the one and the five beside the six. Do they match?"

Child. "Yes."

Mother. "How many are one and five?"

Child. "One and five are six."

Mother. "Place the five on the bottom and the one on top. Does it make any difference?"

Child. "No."

Mother. "How many are five and one?"

Child. "Five and one are six."

Mother. "Replace the five and one. Leave the six."

Child places the five and one back in position (A). Leaves the six.

Mother. "We have one step we have not used. Which one is it?"

Child. "The three step."

Mother. "Place the three beside the six. What other piece do we need?"

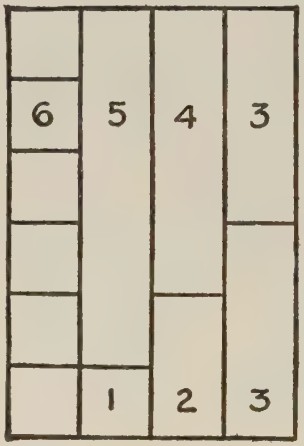


FIGURE D

Child. "We need another three."

Mother. "Take it from your box and build it."

The child builds as in (C), using three and three.

Mother. "How many are three and three?"

Child. "Three and three are six."

Mother. "Build everything that matches six."

Child builds as in (D).

Build and rebuild until the child is familiar with all the combinations.

Vary by building six with three or more pieces, taking the necessary extra strips from the box.

Place all cards back in position, putting the new ones in their proper places.

Various ways of introducing the play-element will suggest themselves to individual mothers.

Illustration:

Mother. "Let us build a tower. First we will take the piece that has just one stone (or brick). Now let us take the piece that has five stones and place it on top of the other. How many stones did it take to make our tower? Let us make another the same height, using two other pieces," etc.

Develop all future combinations according to the foregoing plan, using either the cardboard strips or the blocks.

Combinations

Before entering upon the abstract work with any single set of combinations, introduce the sense-games described on page 549, using only the set of combinations desired.

These games will lead the child from the concrete to the abstract without his being at all conscious that the transition has been made, each new step in the process being simply a new game —another opportunity to test one's powers.

The following exercises will help fix the combinations in the child's mind. First play all the

exercises through with the cards arranged consecutively, then repeat, rearranging the cards.

Illustration: Stories of 5.

Combination cards as follows:

0 +5	1 +4	2 +3	3 +2	4 +1	5 +0

Exercise 1. *Visualization. (a)* Cards arranged in sequence.

Mother. "I am thinking of a five story."
Child. "Is it five and naught are five?"
Mother. "No, it is not five and naught are five."
Child. "Is it three and two are five?"
Mother. "No, it is not three and two are five."
Child. "Is it one and four are five?"
Mother. "No, it is not one and four are five."
Child. "What is it?"
Mother. "It is four and one are five."

Allow only three chances. Should the child guess the combination, he may be allowed to think of a story.

Always touch the card, and always repeat the combination. Cards should be read from the bottom up.

(b) Repeat, arranging cards in any order.

Exercise 2. *Memory*

Use combination-cards the same as in the preceding exercise. Use first in consecutive order, but when the child becomes familiar with the combinations, rearrange in any order.

(a) The child hides his eyes, the mother removes one card. The child tries to name the missing card.

(b) Turn the cards so that the combinations can not be seen. The mother removes one card. The child tries to name it.

If possible have two or more children play, as competition always creates interest.

General Card-games.

In a general card-game all the combinations previously taught are to be used. Certain games already described may be used either with single sets of combinations or as general card-games.

Exercise 1. Arrange the combinations in sets.

Illustration:

All the 2 stories:

0 +2	1 +1	2 +0

All the 4 stories:

0 +4	1 +3	2 +2	3 +1	4 +0

Exercise 2. When all the combinations through 10 have been taught, arrange them according to tables.

Illustration: The 2 table:

0 +2	1 +2	2 +2	3 +2	4 +2	5 +2 etc.

Exercise 3. *The Building Games.*

Small oak-tag cards are to be used for this game. Print or paste one number on each card. It is advisable to have three or four cards for each of the numbers from one to five, and two each for the numbers from six through ten. Each card is supposed to represent a board and our aim is to build the longest fence we can. The cards may be made to vary in length, according to the numbers printed upon them, but this is unnecessary, as children are seldom disturbed by trifling inconsistencies.

Illustration 1. Lay any two cards side by side so—(Fig. 1).

2	6

FIG. 1

2	6	3

FIG. 2

Our fence is now 8 feet long.

Add another card—(Fig. 2).

Our fence is now 11 feet long, etc.

Illustration 2.

Children like to build within certain limits. This is an excellent exercise, as a problem always arises at the end.

We will suppose that the child has decided to build to 15 and he has the following cards from which to choose: 8, 5, 2, 3, 2, 1, 7.

He proceeds to build as follows (see Fig. 3):

8	3

FIG. 3

He must now find the difference between 11 and 15, in order to place the other cards. He decides the difference is 4, but as he looks over the remaining cards he finds that he has no card for 4. He must make it up by using two or more other cards, so finally decides on one and three. (See Fig. 4.)

8	3	1	3

FIG. 4

Illustration 3.

A still more difficult problem is to build within a set limit, using a limited number of cards.

Question: Build 8 with three cards.
Build it with two cards.

What other two cards might we have used?

Addition and subtraction are implied in the foregoing exercises.

Multiplication and division are hinted at in the exercises which follow.

Illustration 4.

For this exercise a number of duplicate cards must be used.

Question: Build 8 with four cards that are just alike.

Ans.	2	2	2	2

Question: How many 2's are there in eight?
Four times two are how many?

Illustration 4.

One day, Damiano, a little Italian boy, six and one-half years old, found a new use for our building cards. He requested, I might say commanded, us to "Go to sleep." Obediently we closed our eyes until given the signal to "Wake up." He then asked us what he could build with the cards in his hand. We could not see his cards, so, of course, nobody knew. He seemed to consider us very stupid, as he produced the cards 7 and 2, with which 9 could be built. We assured him we would be very glad to play his game if he would show us how. After he had carefully explained it to us two or three times, we began to "catch on." This is the game:

Place a small number of cards (possibly 5) where they may easily be seen.

5	3	2	6'	4

Let the children look at them very carefully, repeating the numbers several times to fix them in their minds. Now give the signal, "Go to sleep." Remove any two (more if desired) cards, say the 3 and the 6. Give the "Wake up" signal.

The children must tell what can be built with the missing cards. This is an unusually good game, and it never fails to delight the children who play it.

Exercise 5.

Sam, not to be outdone by Damiano, assured us he could do another "trick."

He wrote on the blackboard the number 632.

He put the 6 and 3 together and built 9.

He put the 6 and 2 together and built 8.

He put the 2 and 3 together and built 5.

He put them all together and built 11.

He told us that he could find three 3's—two in the 6 and one in the 3. Four 2's—three in the 6 and one in the 2. He then wrote other numbers on the board and did "tricks" with them.

§6. APPLICATION

Through the use of the preceding games we have reached our ultimate aim—number as an abstract idea.

The child is now in possession of a certain number of definite number-facts which he is able to use with more or less skill. Having derived his ideas from things, he will find practically no difficulty in applying them to things.

Opportunities for making such applications should not pass unnoticed.

Make the child responsible for certain purchases made within the limits of his ability. Take him to the store—better yet, send him alone.

Play store, using toy-money, which may be cut out of cardboard. Trace around real money, then cut out the circles and number them.

Use the ironing-board for a counter, and boards, resting upon chairs, for shelves.

Have a real person for cashier. Money may be sent to her in a tin pail, the handle of which rests lightly over a cord or wire suspended between two chairs. Pulleys will facilitate the transfer of this "cash box," but where pulleys are not available, two long strings may be attached securely to the handle of the pail. The storekeeper will control one of these strings, the cashier the other. When the storekeeper desires the "cash box," he may obtain it by pulling his end of the string; when the cashier desires it, she may obtain it in the same way. It is quite evident that both should not require it at the same time. When one is drawing it in, the other must release the end of the cord, otherwise a catastrophe is sure to occur, but these things are easily remedied in the "play world."

The rag-bag will furnish material for the department store. The long strips of paper found on ribbon rolls may be used for ribbon. Spools of thread may be borrowed from Mother's work-box. Buttons, tape, needles, and pins may be obtained from the same place.

Towels, doilies, table-runners and rugs may be made from drawing or construction paper. The child himself may make the designs and cut fringe borders or paste lace ones, using lace paper left from Mother's pantry shelves.

Whenever possible, use actual measurements, but if the material is insufficient, never mind. A child's imagination is delightfully elastic and a

6 by 9 inch paper rug may easily be stretched to the dimensions of a 9 by 12 foot floor.

Dolly's clothes may be sold in the dress department and her hats may occupy the milliner's shelves. Some idea of real value may be given by pretending that "Dolly" is a child four or five years of age, and marking the clothing according to the prevailing prices for clothes for a child of that age.

Empty cans and boxes, or, better still, full ones, taken from Mother's storeroom, may be used in the grocery store. Unopened packages are usually sealed, so no possible harm can come to them.

Sand labeled "flour" or "sugar" may be sold by the pound. Sawdust will prove a good substitute for cereals, dried peas, beans, etc., and may be sold either in packages or by the quart or pound.

For the bakery, use cakes, pies, bread, and rolls, made from clay. Sell the rolls by the dozen or half dozen. Cut the cakes and pies into quarters and halves, bringing in the fractional idea.

Clay may also be used for vegetable and fruit stores, but more realistic fruits and vegetables are made by tracing around cardboard patterns, then cutting and coloring on *both* sides.

Have parties, either real or imaginary, and let the child decide just what to buy. How many oranges, bananas, and cakes are needed; likewise, how many plates, knives, forks, and spoons.

This practical application of number is of far greater value than any set of formal problems ever devised.

The games already described have been principally concerned with addition, but some of them have hinted at other processes, and the building game, when played within specified limits, has created a new need.

§7. SUBTRACTION

THE NEXT mathematical process that is to receive our attention is subtraction. This, too, may be approached through the use of games.

Subtraction in its original significance may be taught by means of such rhymes as "Ten Little Indians," or "Ten Little Firecrackers," but modern educators have agreed that this earlier method is obsolete and have decreed that we shall substitute the addition method in its place.

When making our concessions to modern education, we were confronted with a very definite problem. While it was undeniably true that the method was easier after it had once been taught, it was likewise true that it proved to be an extremely difficult method to teach. All pre-conceived opinions to the contrary, our children did not think in the way they were supposed to think; their minds did not readily adapt themselves to the new idea, and our best efforts resulted in nothing but confusion. Three and two no longer meant five, it might mean one; while five minus three only too often became eight.

We carefully prepared for the arrival of subtraction by such drills as: Five and how many more are eight? Four and how many more are six? etc., but when the great subtraction day came, our preparations were as naught, for the children were hopelessly at sea. One day the following game suggested itself:

Children love to personify, and nothing delights them more than to talk about Mr. A. or Mr. B., or Little Boy 3, or Big Boy 7, so I told them the following story:

One day Little Boy 2 and Little Boy 3 were out walking together. They were walking along by a very high wall when they heard a noise on the other side. Little Boy 2 said to Little Boy 3, "Do you hear that noise? What can it be?" Whereupon Little Boy 3 said to Little Boy 2, "I really don't know, but here is a crack in the wall, and I'll peep through and see."

So Little Boy 3 tiptoed over to the crack in the wall and peeped through, when whom should he see but Big Boy 5 walking along on the other side.

Little Boy 3 called, "Hello, Big Boy 5, what are you doing on the other side of the wall?" "Why, Little Boy 3," answered Big Boy 5, "I am always on this side of the wall when you and Little Boy 2 go out walking together." "Well, why don't you come over on this side?" called out Little Boy 2. "If I do," answered Big Boy 5, "one of you will have to come over here."

Little Boy 2 and Little Boy 3 talked it over, and they finally agreed that they would take turns walking on the other side of the wall, and let Big Boy 5 walk inside.

Now I'll tell you how you may know which boy is on the inside of the wall. Watch for the sign. If it is a great big sign standing so (+), you will know that the Big Boy is outside, but if it is a little sign lying down so (—), you will know that one of the Little Boys is outside.

I wrote $\begin{array}{|r|}\hline 5 \\ -3 \\ \hline \end{array}$ on the blackboard and asked who could spy the boy hiding on the other side of the wall. Instantly a dozen or more hands were raised, and without a moment's hesitation the answer came, "I spy 2."

I wrote $\begin{array}{|r|}\hline 5 \\ -2 \\ \hline \end{array}$ and repeated my question, and was told that 3 was on the other side.

I then wrote $\begin{array}{|r|}\hline 5 \\ +3 \\ \hline \end{array}$ and, of course, several children, without thinking, replied 2; but I pointed to the sign and asked what it meant. Most of the children remembered that it meant that a big boy was on the other side, and it was not hard to guess that the big boy was 8.

Within a week I was able to introduce any subtraction fact within the combinations previously taught by addition. The "I spy" game was received with wild enthusiasm, and the drudgery of teaching subtraction was gone forever.

After the children have had a couple of weeks' experience playing the game, I insist upon them saying for $\begin{array}{|r|}\hline 14 \\ -5 \\ \hline 9 \\ \hline \end{array}$ "I spy 9, because 5 and 9 are 14."

If a child says, "I spy 4," he is allowed to continue, as he usually finds his mistake in "the because-part" of the story.

As a preparation for the foregoing, give many exercises like the following, using either the blocks or cardboard strips:

§8. SUBTRACTION EXERCISE

ARRANGE the steps as in Fig. E.

Mother. "Place the six off at one side by itself. Place a one beside it."
"What other piece do you need to make six?"

Child. "I need five."

Mother. "Place the five on top of the one. One and how many are six?"

Child. "One and five are six."

Teach all subtraction facts in the same way.

§9. MULTIPLICATION AND DIVISION

MULTIPLICATION and division should not be taught at this time. The following merely suggests a way in which the steps might be used when multiplication and division are formally introduced:

Arrange the steps as in Fig. E.

Take an additional two from the box.

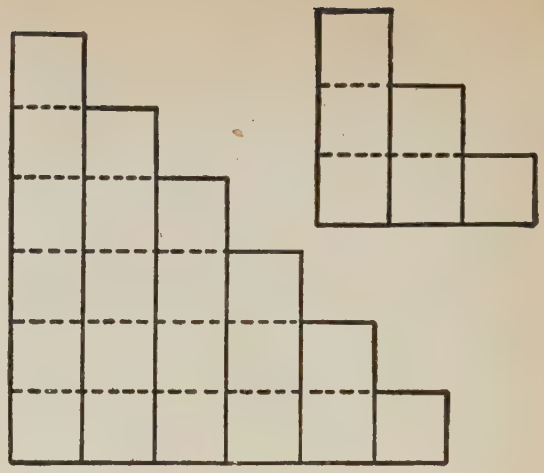


FIG. E

Mother: "Place the 'three steps' together.
Find one piece the same length.
Two threes are how many?
How many threes are there in six?
Replace the threes and put the twos together.
Find one piece the same length.
Three twos are how many?
How many twos are there in six?"

Theorists decree that the small child shall handle number only in application to his immediate needs; the fault of the school has been that it has compelled him to use it with practically no recognition of either capability or need.

Neither the theorist, with his emphasis on the concrete, nor the school, with its emphasis on the abstract, has solved the problem in a manner satisfactory to the child himself.

He needs only sufficient knowledge to meet the problems that immediately confront him, it is true. But arithmetic has a value which greatly exceeds its purely utilitarian aim. There is no other subject in the curriculum which so quickly and effectively awakens and strengthens the thinking processes and develops a consciousness of power.

If this were to be accomplished only by interfering with the child's natural development, it might better be left undone, but it is an actual fact that children love number. It inheres in their being, and there is little that affords them more real fun than a well played number-game.

HOME OPPORTUNITIES IN NUMBER

ALMOST all the practice which Miss Harris, in her school, found it necessary to carry on by means of such substitute-emblems as tablets and disks, may be given in the home with real articles.

Counting, which is so fascinating to children, may be done about the daily work. How many plates have we washed? How many cups? How many knives and forks? How many steps have we to sweep from the front porch? How many stairs up to the chambers? How many rows of

peas, or beans, or corn have we room for in our planting? How many seeds in each row?

So in the handwork. When we fold the pages for our booklet, how many shall we have? Shall we number them in order? How many pieces shall we need for the legs of our table? How many doll-dresses have we made to-day?

Simple addition will come in recording the score of various games. We can get the total number of dishes we have washed by verbal addition of the plates, cups, saucers, knives and forks. We can compute the total number of seeds we are planting by adding together those in each row.

Many children when they awake in the morning like to add the figures in the wallpaper on their bedrooms, and, later, the blocks in their toy-chests, and all sorts of objects around them. Sometimes there is almost an adding mania. The posts in the fence, the stones in the flagging, the telegraph-posts on the way to the post-office, all sorts of things that can be classed together inspire an adding-game.

Keeping a cash account and doing the reckoning connected with a play-store are no doubt the best opportunities given by the home for real relations with numbers. The former includes, of course, only the simplest reckoning, but in playing store the opportunities for the practice of the four main activities of arithmetic may be carried as far as the child's interest and patience permit.

Wherever Miss Harris suggests a substitute through a symbol for a real experience, see if you are not ingenious enough to devise or catch upon a real experience in the home for the same exercise.

HOW I TAUGHT JOHN NUMBERS*

By Mrs. Bertha Bellows Streeter

One day when John was four years old we visited a friend who had a little girl about my boy's age. Mrs. Warren had arranged a horizontal row of flinch cards so that the numbers ran consecutively from one to fifteen, and Dorothy was entertaining herself by placing the rest of the cards in the pack in vertical rows, similar denominations being above and below the original row. John eagerly joined in the "game" and when we reached home begged for our flinch cards to play it by himself.

At first his idea was to place in a row cards bearing similar symbols; then he began to ask what this or that figure was called, until he could count to fifteen. The next stage was reading the numbers on each page of books and magazines, and when he discovered that there were a great many numbers over fifteen, he wanted to know what they were, too.

So, on a large piece of paper I wrote the numbers from one to forty-nine, one under another, in a straight, even column. Then I pointed out to the child that the last figure in all those numbers was a constant repetition from nought to nine, figures with which he was already familiar. Then we noted that in the first column there was another repetition of the figures, only that there were ten ones together, then ten twos, ten threes and ten fours.

"Now," I asked, "can you tell me how you think I ought to make the next number?"

The child thought a minute.

"You'd make a five and a nought, wouldn't you?" he asked. "Yes," I assented. "Now, what next?"

"A five and a one, a five and a two"—and he went on describing the numbers to fifty-nine. After a little hesitation he ventured on sixty, and inside of half an hour he had told me how to complete the table up to one hundred, thinking it all out himself from forty-nine up.

The next thing to point out was that the first of the two figures showed how many tens had preceded it, and the child counted the numbers to assure himself of the truth of this statement. After having learned the numbers as far as fifteen with the flinch cards, the rest of the teens were easy. But before entering upon the twenties, I drew his attention to the numbers over forty for the reason that they afforded a better example of the next thing I wanted to teach, the names given the groups of tens. I explained that instead of saying four tens, we say four-ty, or, more quickly spoken, forty; instead of five-ty, fifty; then six-ty and he eagerly volunteered the information about seventy, eighty, and ninety.

§2. FRACTIONS FASCINATE

Then we went back to twenty and thirty, which were easier to remember in the light of the other information than they would have been without it.

Next I showed him how to read the numbers

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we had written; how, after twenty, we always spoke the name of the tens first, then that of the units, and for days afterward he pored over books and magazines, reading the numbers on their pages up to one hundred. Then he found that after one hundred came numbers composed of three figures, the first of which was a one, then a repetition, in order, of those numbers he had already learned.

After John began receiving a small allowance each week, he made rapid strides in his arithmetic. He already knew that a nickel was the equivalent of five cents, and a dime of ten; then he was told the number of pennies represented by a quarter, a half dollar, and a dollar. His father and I frequently let him count the contents of our purses, and he quickly learned to tell us the correct sum.

We had some household scales that we let the children use when they played grocery store. John weighed wood, sand, and stones with them, and it was but a short time before he wanted to know the meaning of the little marks between those indicating pounds. He was told not only what they meant, but also how to indicate halves, quarters, and eighths on his sheet of paper. That started him in simple fractions, and they seemed to have great fascination for him, for we heard continually of halves, quarters, and eighths.

Next, a yardstick was the chief source of his amusement. He learned that there are thirty-six inches in a yard; that the foot-rule is one-third as long and, therefore, three times twelve is thirty-six; that a quarter of a yard is nine inches, and so forth. Of course he measured everything in the house, from cards and books to lengths of carpet.

It seemed as if he learned his multiplication tables in twos, fives, and tens, all at once; later came the threes, fours, and sixes. We never taught them to him as such; the way he learned them was by figuring them out for himself in his play, after his father had asked him a few questions.

§3. MARBLES AND MULTIPLICATION

It began one day after we had heard him saying to himself:

"Two and two more make four, and two more make six, and two—"

His father went over and sat on the floor with the child and his marbles.

"See here, son," said he, "when you have two marbles in this group and two in that, how many have you in all?"

And when the boy gave the right answer, he was asked: "Then how many are two times two?" "How many are three times two, two times three, four times two, two times four?" and so on followed rapidly, and the boy was left in a few minutes with a new idea to work out for himself, that is, the relation of multiplication to addition.

HOW PARENTS MAY HELP WITH NUMBERS*

By Columbus N. Millard

There are various ways in which parents may be serviceable in this process. The first is to keep in touch with what their children are being taught at school in counting, and in addition and multiplication combinations, and to let them know that genuine interest is taken at home in their mastering these perfectly. Then children should have practice at home in counting and in the number-facts taught, pains being taken to commend creditable accuracy and speed.

As the addition and multiplication combinations are taught, sets of number cards with which to train the eye should be prepared. For example, when the ten addition facts with reference to 2 have been taught, ten pieces, about 7 x 4 inches, should be cut out of cardboard, and a different combination written on each in large figures:

On the opposite side of the card the right answer should be noted, so that the one who is testing with them can instantly tell if the answer the child gives is correct. Testing with these cards is fine practice, if the pupil is trained to answer as quickly as possible the second the card is held up to view. As soon as answers come readily, when the cards are shown forward and backward, they should, as a rule, be used out of regular rotation, since numbers encountered in actual business transactions rarely have figures in regular order.

Writing the numbers from 0 to 12 out of regular order on the blackboard, and then requiring

*From "A Parent's Job." By permission of the author and of the publishers, The Pilgrim Press, Boston.

pupils to give the answers rapidly when a specified number is added, subtracted, or used as a multiplier, is also excellent practice. The pupil may give the answers orally, or step to the blackboard and write them as quickly as possible.

When an instructor is sure that pupils are able to distinguish figures rapidly, the repetition of the expression, "$2 + 5 = 7$" — "$5 \times 8 = 40$," should not be allowed; the answer 7 or 40 should be given without preliminary statement. This makes for quicker thinking, and hence for greater accuracy and speed.

In column-addition, greater rapidity may likewise be cultivated if the practice of pointing out the figures while pupils add is soon discarded. While the teacher allows the pointer to rest upon the various figures, the children's minds naturally pause. A better plan is to give the direction, "add this column" (up or down, as the teacher may prefer).

An exercise having the numbers from 0 to 12 arranged in a circle on the blackboard with the number to be added, subtracted, or used as a multiplier in the center, is much used in schools. This is popular because of its novelty, but it is not so good as the plan suggested above, since in actual business life numbers are not arranged in circular order for the fundamental processes.

A vital point to be applied in this early instruction is not to let a pupil grope for or guess at an answer. Should his hesitation be due to inattention, greater concentration should be stimulated. If he really does not know the correct fact, it should be told him. If time permits, however, care should be taken to ask him that same combination several times before the close of the recitation.

Having pupils race, either in writing the tables or in noting the answers when numbers from 0 to 12 have been written out of order on the blackboard, arouses enthusiastic interest and is an excellent exercise. Number-combination contests, like spelling-matches, also arouse a high pitch of enthusiasm for the work.

Some of the games which are not practical for extensive use with a large class in school may very profitably be used at home. The bean-bag game is one of the most interesting. A pine box with a sloping top large enough to contain four or more holes marked 2, 4, 5, or whatever number each is to count, providing the bean-bag is pitched into it, is placed about five feet away. Each child in the game has a turn at pitching the bags and may keep his own score, or a pupil not pitching may act as score-keeper. An oblong floor space divided into squares may be used for the game, but will not answer the purpose so well as the box. Additional interest in the game and more practice in arithmetic are both afforded if one or more of the holes or spaces count minus 2, 3, or some other number. Ring Toss, too, may be used in a similar way, 5 being counted when the ring goes over the post, 3 when it rests against it, 2 when it is within a foot of the post, and minus 1 when it is more than a foot away. Other numbers should be substituted for the ones enumerated, after facility in computing the score with these has been gained. Children need no urging to take part in this sort of arithmetic, and with the exception of an umpire for an occasional disputed point, will require little supervision while engaged in it.

The Austrian method of subtraction is used in many schools, and should be universally introduced, since it saves learning subtraction tables. For instance, in taking 42 from 86, the example is written down as usual

$$\begin{array}{r} 86 \\ 42 \\ \hline 44 \end{array}$$

but instead of saying 2 from 6 leaves four, and 4 from 8 leaves 4, the pupil is taught to say 4 plus 2 equals 6, and 4 plus 4 equals 8, placing each figure thus used in its correct place in the answer. Briefly stated, the pupil writes in units place of the remainder the figure that added to units place of the subtrahend will give the units figure of the minuend, and so on with tens, hundreds, etc. In an example involving borrowing, such as

$$\begin{array}{r} 32 \\ 13 \\ \hline 19 \end{array}$$

beginning pupils should write the example

$$\begin{array}{rr} 2 & 12 \\ 1 & 3 \\ \hline 1 & 9 \end{array}$$

and in explanation say, "32 equals 2 tens and 12 units, 9 units and 3 units are 12 units; 1 ten and 1 ten are 2 tens."

If a clerk is given a dollar bill for 34 cents' worth, he does not mentally or on paper put the 34 under 100 and subtract. He says, "34 and 16 are 50 and 50 are 100," and probably gives a dime, a nickel, 1 cent, and 2 quarters or a fifty-cent piece in change. Persons constantly making change do this way automatically, because it is easier and more accurate. This is a strong reason

for saving children the time and effort required to memorize subtraction tables and concentrating their attention upon addition. In preparation for this work, a child should be asked, when he learns an addition combination—for example, 5 and 3 are 8, or 6 and 4 are 10—what number added to 3 makes 8; what number added to 6 makes 10?

So also while teaching the multiplication facts, the way should be paved for division by asking, for example, when 4 times 9 or 8 times 5 are taught, not only 4 times 9 are how many? or 8 times 5 are how many? but also, how many 4's in 36? how many 5's in 40?

Finally, the idea that accuracy and facility in computation need be hard or impossible for any normal child, should be banished from the home and from the school. Instead of allowing children to become imbued with the idea that there are so many abstract facts to learn that they can not possibly remember them, make them at once realize the fact that there are only forty-five addition combinations and forty-five multiplication combinations that do not appear in previous tables, and that all others are simply repetitions.

They will be surprised to find that there are only forty-five different addition facts and forty-five in multiplication, and will likewise be quite ashamed that they have failed to master so small a number. Considering the fact that there are really so few abstract combinations to be automatically used, it seems absolutely unnecessary for children to leave school without knowing them perfectly. As in other attainments, however, the right start is essential for gaining creditable skill. That start should and may be gained in the first three grades, if teachers and parents will only make it the goal, and co-operate effectively to achieve the desired end.

MATHEMATICS IN THE JUNIOR HIGH SCHOOL

By The National Committee on Mathematical Requirements

The primary purpose of the teaching of mathematics should be to develop those powers of understanding and analyzing the interdependence of quantities and spatial magnitudes which are necessary to a better appreciation of the progress of civilization and a better understanding of life and of the universe about us, and to develop those habits of thinking which will make these powers effective in the life of the individual.

2. All topics, processes, and drill entering into the course must be justified with reference to the development of the powers of understanding and analyzing relations of quantity and space, and to the development of those habits of thinking, that have just been referred to.

3. At the end of the sixth school year the pupil should be able to perform the fundamental operations with integers and with common and decimal fractions with accuracy and a fair degree of speed.

4. In view of the fact that pupils may be expected to remain in school until the end of the junior high school period, the mathematics of the three years of the junior high school should be regarded as a unit.

5. The course should include arithemtic, intuitive geometry, algebra, numerical trigonometry, and an introduction to demonstrative geometry.

6. The dependence of one quantity upon another, which involves the idea of function, should be emphasized throughout.

7. Advantage should be taken of the opportunities afforded in the solution of problems for the exercise of judgment and self-reliance, and for the development of accuracy and a fair degree of speed in computation.

8. Emphasis should be placed on the use of common sense in computing from approximate data; as, for example, to fix the idea that the area of a circle cannot be found accurately to the thousandths of a square inch, if the measurement supplies the number of whole inches in the diameter. Pupils should be encouraged to use interest tables, tables of squares, square roots, etc., in computation.

9. The systematic development by observation, measurement, and construction of the elementary properties and relations of geometric figures should lead gradually to methods of abstract and formal proof.

10. The applications of arithmetic to business should be continued late enough in the course to bring to their study the pupil's greatest maturity, experience, and mathematical knowledge, and to insure real significance of this study in the business and industrial life that many of the pupils will enter upon at the close of the junior high school period.

GEOGRAPHY AND HISTORY

STORIES OF GEOGRAPHY

THROUGH the child's interest in primitive life we have our best approach to history, to biography, and to geography.

§2. ACTIVE PLAY WITH GEOGRAPHY

WINIFRED SACKVILLE STONER, JR., whose unusual education by her mother has attracted so much attention, has written out some of her mother's methods. Those which most favorably attracted our attention were the ones which she used in geography:

"The happiest games of my childhood were those used by my Mother to teach me important facts concerning the world and its inhabitants of to-day and in the past.

"When I was only a baby Mother and I played in the sand and made mountains, rivers, lakes, etc. Then she used tiny twigs and little celluloid dolls, and formed towns to represent places in Holland, England, etc. We pretended to travel to these places while singing nice jingles about them, and we both had a good time.

"Sometimes we would act out scenes described in the jingles and use rag and celluloid dolls. Sometimes other children played with us. At other times Mother cut out the characters of our tales from paper and I would pretend that the paper puppets were talking.

"As I grew older we took walks together and examined rocks, talked about their construction, visited old historic places, played many card games which covered the histories of various lands, and brought in facts usually given in geography lessons.

"I corresponded with children in foreign lands, who told me many interesting facts not given in most books. Mother and I had fine times pretending to go on long trips while playing with a globe, or seeing who could put dissected maps of the United States or other countries together in the shortest time."

§3. MAPS ON THE FLOOR

IN HOMES where there is no blackboard, a floor will often prove convenient for map-making. The very best floor for such purpose is one of green linoleum, but a brown one will do or an unpolished or unpainted one. An enormous outline may be sketched with white crayon, big enough upon which to locate, by means of buttons, string, and colored yarn, towns, railroads, and rivers. Manila papers on the floor may be crayoned to represent maps. On a board-floor chalk may be used. One family did this to outline their father's trip.

§4. GEOGRAPHY BY ABSORPTION

IN THE dining-room of one family there hang two large colored maps, one of the world, the other of the State in which they live.

The parents and children are forming the habit of talking during meals about what they read or hear of places and events outside the visible horizon. And whenever any unfamiliar place is mentioned, one of the children immediately leaves the table long enough to locate it on the map. "It is near such and such a town," or river or mountain. "That is where So-and-so lives," or "Such a thing happened there," is the information usually added to the first statement.

They do not limit their conversation to bookish things, but speak naturally about whatever they are interested in, turning to the maps as one looks at a railroad guide when traveling, *to place themselves*. In this way bits of knowledge are linked together, and as sight-knowledge requires so much less mental effort than ear-knowledge, it is more fun.

Besides, the maps, hanging low and in a good light, make a splendid rainy-day game for the two younger children, aged eight and ten. The mother, sitting near with her sewing, gives them "hard ones to find" (names of more or less ob-

scurity), and they keep score as to which gets the most "firsts," calling twenty the game.

No wonder the whole world seems like one big picture to this family, and geography but a play.

The stories in volume 8 of the BOOKSHELF will be found helpful in making geography a part of the daily table-talk. Special emphasis is made on the customs of various peoples, and a good deal upon the child-life of many lands.

TEACHING HISTORY TO LITTLE CHILDREN

By EVA MARCH TAPPAN, PH.D.

AS A child, I had a profound dislike for history, and considering that a history recitation in those days was hardly more than a struggle to recite "the lesson" as nearly verbatim as possible, I am inclined to think that my childish judgment was very good. Poor little youngsters that we were, who had to draw plans of battle-grounds, to learn the numbers killed and wounded on the opposing sides, and to recite lengthy lists of dates, adjusting its proper event to each. We had so little idea of the relative importance of the events that the burning of a tiny village by the Indians seemed to us quite as momentous as the surrender of Quebec!

A child has little background of knowledge. Dates mean nothing to him; and proper names, if he knows nothing of their bearers, might just as well be Greek.

In teaching history to children, there is just one fact that we can generally depend upon, and that is their unfailing interest in people. The children's librarians say that they cannot begin to supply the demand for short, interesting biographies, stories of people and what they did, told in a simple way. "Columbus set sail from Spain to try to find China," will make a child listen. "An attempt was made by Spain to discover China," will make him wonder how soon he can get away!

If I were going to teach the history of the United States to boys and girls, I would try to do it by inducing them to read simple, picturesque, well-written stories of the men who have made our country what it is. Then I would let the children talk of what they had read and ask questions about it. Some of these questions I would answer; some I would ask them to try to answer for themselves. I would say nothing about exact dates, but I would make four or five general divisions of our history, such as discoveries and settlements, colonial days and indian wars, the Revolution, etc., and put a copy into every book. There would not be many stories of our American heroes that the children would not soon be able to put into their proper divisions. Then, if more than one book had been read, I would go through the stories rapidly in their chronological order, bringing out any information that the children might have gathered and occasionally adding a word to connect the stories or to make some point clearer.

What would this accomplish? At the end of the reading, the children would be on good terms with twenty-five or more of the chief actors in the story of the United States; they would be well prepared for a "real history," and, best of all, they would look forward to it, not with dread, but with pleasant anticipation.

TEACHING HISTORY TO OLDER CHLDREN

By R. W. HATCH

§1. IDEALS AND ESSENTIALS

WHAT a wonderfully helpful ideal Emerson gives in his "Essay on History." "All that Shakespeare says of the king, yonder slip of a boy that reads in the corner feels to be true of himself. The student is to read actively, not passively; to esteem his own life the text, and books the commentary." In the presence of this ideal, formal methods will be abandoned; individual enthusiasm will be welcomed; related material brought in by aroused and interested pupils will be given a prominent place; questions will be asked by the pupils as well as by the teacher; in fact, the recitation will become socialized and classroom methods democratic.

§2. GETTING THE CHILD TO LIVE IN EACH PERIOD

IN THE discovery period, for instance, it is not enough to draw up a mere list of names, arranged

into groups according to nations, followed by dates and places on an outline map. These are helpful, but the objective is to have the class get the sense of "discovery," and the spirit which animated the discoverers. The imaginative faculty should be aroused. If the pupil feels himself one of the crew of the "Santa Maria" or little "Pinta" he will be able to give a word picture of the peculiar ship of that period. He visualizes the sullen, mutinous crew, the weary, fearful voyage, the stern features of the great captain. He hears with "the inner ear" the courageous, insistent command, "Sail on!" He should get the thrill as the lookout shouts through the darkness across the sleeping deck, "A light! A light!" or in imagination stand with brave Balboa, "Silent, on a peak in Darien." If the pupil gets the spirit of the discoverer, the place and date will be more easily and surely held in memory.

§3. THE HEROIC PIONEERS

The essential conception for the pupil to get in beginning the study of the colonial period is that the New World was a wilderness. Then come the inspiring stories of pioneer and backwoodsman. The fringe of settlements creeps slowly to the Alleghanies; strides down the western slope to the Ohio and Mississippi; and in later periods leaps across the broad prairie country to the Great Divide. Colonial life was extremely varied and interesting. The pupil should visualize a New England town, a Virginia plantation, and a frontier settlement. The most fruitful period in which to make comparison of the colonial groups is just prior to the American Revolution. Careful thinking will bring out the tendencies for and against nationalism observable in the colonies.

Then comes the great struggle between France and England for supremacy in the New World.

§4. THE DRAMA OF THE REVOLUTION

In studying the events that led to the war for American Independence, the free play of the imagination, so essential in the opening periods of our story, should give way to careful reasoning. Hosmer in his life of Samuel Adams quotes the English historian Freeman as saying that there are two sides to this story; both parties acted as was natural for them, and there is little for which either need be ashamed. Our indebtedness to France, the services of foreign officers, the work of George Rogers Clark, the achievements of our little navy and the privateers, the triumphs of our ambassadors abroad, and the real greatness of Washington should be brought out in their full significance.

Any discussion of the critical period under the Articles of Confederation should bring out the fact that the chief weaknesses revealed at that time were guarded against in the formation of the Union under the Constitution; and the spirit of the statesmen who composed that epoch-making convention may well be brought out by dramatization. Turn the class into a parliamentary body, and let individuals represent the leading delegates, presenting with actual speeches the points of view of Washington, Franklin, Madison, and others on the great questions at issue. This method will make the convention real and the Constitution something more than a compilation of laws and regulations.

§5. THE HISTORY OF OUR EXPANSION

In beginning the study of the new government stress should be given to the wonderful achievements of our first and greatest Secretary of the Treasury, Alexander Hamilton. At the outset came perplexing questions of foreign policy. Both Washington and Jefferson helped to "set the compass"; and the Monroe, or American, Doctrine stated in explicit terms the principles that were to guide our foreign relations for nearly a century.

Of deeper significance to us as a people, however, is the truly marvelous story of our westward expansion. Steady streams of emigrants from the Atlantic seaboard were ever on the march. The Louisiana purchase opened a vast region. Scores of pioneers blazed the trails, and picturesque trains of prairie schooners and rough-and-ready "Forty-Niners" followed in their footsteps. Due to remarkable natural resources of forest and fertile prairie, of waterways and rich mineral deposits, frontier settlements grew to towns and towns to cities with unheard-of swiftness. The homestead acts of the government were most liberal, and in less than a century from the time of Jefferson's purchase the American frontier could be found no more on maps of the United States. Typical of the spirit of democracy in this great surge westward stands the figure of Andrew Jackson.

§6. THE QUESTIONS THAT BROUGHT ON THE CIVIL WAR

And now, simultaneously with the westward movement, come the two perplexing questions of slavery in the territories and the theory of State sovereignty. The position taken by the members

of "the great triumvirate" is typical of the sections of the country which they so ably represented. Paragraphs from Webster's "Reply to Hayne" well repay reading. The Compromise of 1850, and the points of view of a new generation of statesmen, can be brought out by dramatization. The Abolitionists and their doctrines, the birth of the Republican party, and the Lincoln-Douglas debates bring us to the threshold of the "irrepressible conflict" between the States. Secession should be studied from both points of view.

§7. THE PERIOD OF TO-DAY

Industrial activities leaped forward after the war, and we should stress such topics as the work of American inventors, the importance of railroad and steamship lines, the development of the interior, the growth of cities, the interdependence of modern life, the tariff issue, the labor unrest, and the truly marvelous progress of "the new South."

Up to the present time, the history of this country has been a story of the conquest of the continent, the making of the nation, and the development of democratic institutions. In order to preserve the benefits of these institutions, not only for the American people, but for other peoples, we entered the World War. With vast resources of men and materials, the part which America played in winning this struggle was an important one, and constitutes one of the great epochs of her history.

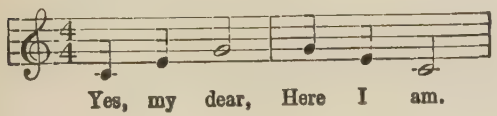
MUSIC

MUSIC AND RHYTHM

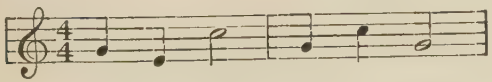
By Mrs. Bertha Payne Newel

Music supplies something that nothing else can replace. It charms, rests, and invigorates. The two factors that contribute to a child's musical sense are his native impulse to croon—to invent little melodies of his own, and the impulse to imitate sounds made by others, just as he learns speech. The teaching of both singing and piano-music to-day makes use of both these impulses, invention and imitation.

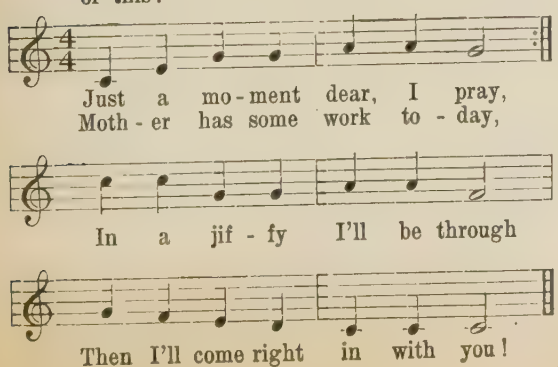
We would do much to cultivate the musical sense in children if we would begin early to sing short phrases, which they can answer like an echo. Your little girl calls, "Mamma, I want you." Answer:



Echo:

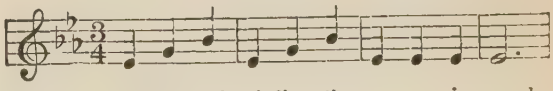


or this:

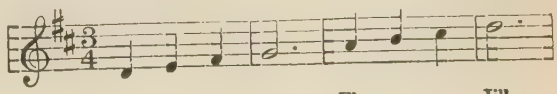


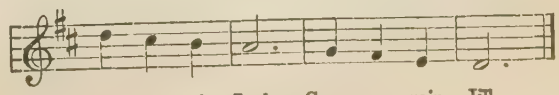
There are scores of these tuneful dialogues that any ordinarily musical person can invent on the spot. Frequent dropping into these melodious conversations would make musical phrases as natural a form of expression as speech alone.

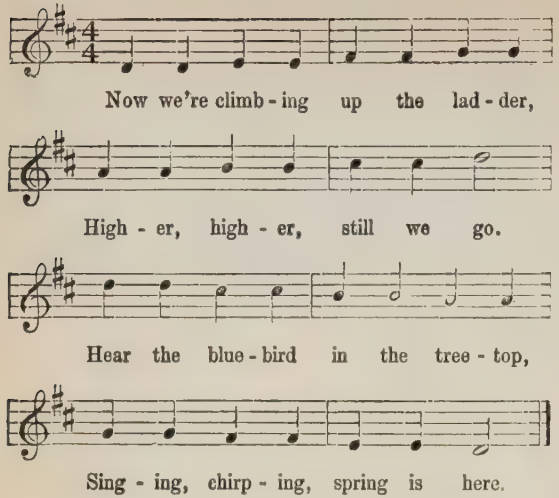
In carrying out this suggestion, use the simplest scale fragments. If you will think of the octave as the body of the scale, the first, third, fifth, and eighth tones are the backbone on which the other tones depend. These make what is called the common chord when sounded together. When sounded successively they make an *arpeggio.* Emphasis on these helps to give a firm grasp of the foundation of all tunes. They are most easily heard and reproduced.



The scale may be broken into two fragments, each of which is a unit in itself. Practicing on these halves of the octave is good ear-training.






Now we're climb - ing up the lad - der,
High - er, high - er, still we go.
Hear the blue - bird in the tree - top,
Sing - ing, chirp - ing, spring is here.

A favorite game in some kindergartens is to sing tones in imitation of chimes. The teacher leads and the children try to imitate her exactly, using intervals similar to those given with the words above. Numbering the tones of the octave sing, 1-3-5-8—8-5-3-1. To the same succession sing "la-la-la-la-," or "lo-lo-lo-lo-."

§2. THE CHILD-VOICE

CHILDREN'S voices have a narrow range. What is a comfortable tone for a grown person may be too high or too low for a child. The average person pitches a song too low for children. It is a strain on the vocal cords to sing out of a comfortable range. Songs that range from middle C to F above the second C are safe, provided there are no long-sustained notes at either of these extremes.

Soft singing should be insisted on at all times. Loud singing, like screaming, has a disastrous effect on the throat organs. All kinds of vocal faults show up when it is indulged in. It is painful to listen to much of the singing in day-schools and Sunday-schools. It is so harsh and tense that one is reminded of the Irishman's reply to someone who asked him if he sang by note. "Well, no," he replied, "mostly I sings by main for-rce."

§3. EXERCISES IN RHYTHM

THERE is nothing deeper, more primitive, in the range of human instinct than the feeling for rhythm. The savage's tom-tom sways the line of dusky dancers; the mother's rocking-chair soothes both her tired self and her baby; the weary business man steps alertly when a strain of martial music drifts down the street. It is a steadying, a soothing, or an arousing force, according to the character of its pulsing. But it is as an *organizing* influence that it is valuable to a group of children.

When they have been playing together for a time, the conflict of plans begins to irritate tired brains. They find it hard to compromise and agree. Then it is a great rest to the immature little citizens to have the burden of self-government lifted from them for a space. If you hear jarring sounds growing louder and more frequent in the nursery or playground, try going to the piano and playing something in spirited march time. Then call to them to march, under the leadership of the one best fitted to be captain, round the room once or twice, out into the hall, around the dining-room, and back to you.

They may march on tiptoe, with a change of music if you can manage it; then on heels for a little way. Change to a waltz time for a running step; a two-four time will do, but the run is a little more light to three-four time.

Institute a band and let all be drummers clapping to your music. Change the time from *one*, two, three, four, to ONE, two, ONE, two. See who can clap loud on the strong beat and soft on the weak beat. Let them play imaginary bugles to a familiar song, following the tune with their voices.

Change to a soft lullaby and let them sway to the pulsation, like trees in the wind. End with "Rock-a-by, Baby, in the Tree-top." Hands may shape nests to swing at the ends of branches—and here is a good stopping-place, for by this time the current of their thoughts has been changed. And a little lesson in rhythm has been painlessly administered.

§4. SONG-SINGING

THE IDEAL song for a little child is one of but two or four lines set to a very simple melody. Most songs are too long. Excellent examples are found in Neidlinger's "Small Songs for Small Singers," and in the Primer and First Book of both the Modern Music Series and the Eleanor Smith Series of school song-books. An unusually good collection for home use in the nursery is the one by Miss Emilie Poulsson and Miss Eleanor Smith, which is exactly what its title indicates, "Songs for a Little Child's Day."

No attempts should be made to have a child sing any song or phrase until he is quite familiar with it from hearing it sung. Most children will chime in here and there, when they have been sung to and have absorbed the musical and ver-

bal ideas. Then it is time to take pains to have them sing with and after you. Many children cannot reproduce intonations accurately at this age, and appear to be tone-deaf, when really the perception of pitch has not been formed from lack of hearing enough simple melody. The appreciation of the "Upness and Downness" of pitch will only come through much hearing of simple songs simply and clearly sung. This is one of the most notable lacks in our American homes to-day. Children are as dependent upon their elders for musical language as they are for a grasp of the spoken word. This mastery of musical phrases will come only through imitation, just as speech came.

The pity of this scarcity of true music in the home is that it leaves children a prey to the fearfully meager common music heard on the street, at the movies often, and alas! on the phonograph at home. A revival of folk-songs and folk-singing will be the best means to introduce musical ideas and lay the foundation for good taste in the home.

An illustration from our own home shows how sensitive very little children may be to the spirit and character of the music they hear often.

I had been accustomed to put our little girl in a high-chair at the piano from the time she was eighteen months old, to keep her entertained at meal-times, as she had no nurse, and this was the most effective way of disposing of the young lady. I could watch her through the open door between the living- and dining-rooms. This was possible without harm to her musical sense or the piano either, for she never pounded and had no love of discord. The result was that she soon found pleasant little chords and melodies, and at three would repeat some of them for her own delight. I paid no attention to teaching her, merely approving when the result was especially good. At four years she noticed that she could find a harmonizing tone with the left hand in the bass. As she had seen that older people played with both hands, this gave her a feeling of being much more real in her imitative way of "playing."

One day she called me to hear what she could do. Playing grave chords with the right hand with the proper first and then fifth in the bass in a slow four-four time, she said, "Listen, Mamma, this is a church tune." Then changing to a lively "jig-a-jig-jig, and tum-a-tum-tum," she turned to me with a radiant face, saying, "Now do you know what that is? It's a Sunday-school song!"

Let me repeat, for it cannot be too strongly emphasized, if you would have your children sing, sing to them; if you would have them love the best, sing the best. And the best is often found in the old English, Irish, Scotch, and German folk-songs, such as we all ought to know. "Annie Laurie," "Robin Adair," "Comin' Thro' the Rye," "The Low-Backed Car," "The Wearin' o' the Green," are all fair examples.

MOTHERS AND PRACTICING*

By J. Lillian Vandevere

If you look forward to the study of music as a natural part of your child's education, and are determined that he shall enjoy its wholesome influence; if you have started your child in music and find the path difficult for any one concerned, then a word on the subject may be welcomed.

§2. SELECTING A TEACHER

The best place for the mother to start is with the teacher. When you find the teacher with whom you wish to place your child, go to one of her pupils' recitals, or meet some of her patrons and ask how she has pleased them. Remember that European study does not give the music-teacher any insight into child psychology, and skilled technique is no indication of ability to create and hold the child's interest. Note her manner, and determine whether she likes children, and deals with them in a natural, wholehearted way that will win even the small boy. Find out what class of pupils she deals with most successfully. Don't send a beginner to Miss Jones or Mr. Brown because their advanced pupils play Chopin well, but select the teacher who has the happy gift of making music a vital thing and easy for little children to acquire. If possible, find one who gives her small pupils class work as well as private lessons, for the stimulus of working together and the joy of competition will cheer the first arduous steps and make progress more rapid and enjoyable. Perhaps it is not feasible for the

*Most mothers, no matter if they are musical, are not the best music-teachers of their own children, but this sensible article shows in how many ways a wise mother may sustain her child's enthusiasm and support the teacher's efforts to the best results. We have obtained permission to reprint this interesting article which originally appeared in *The Mothers' Magazine.—The Editors.*

teacher to have class work; but the alert and progressive teacher will plan to have gatherings where the pupils will play for each other, or she will arrange for informal recitals by the children.

When you have found a teacher who fills the requirements, one who has a pleasing personality and unending patience, then remember that she may put her highest energy into every minute of the lesson, but her work will not produce the desired results unless you co-operate and supervise the home study.

§3. THE MOTHER'S TASK

"WHAT shall I do?" you ask. The mother's mental attitude toward the child's work is the root of the matter. If your child shows a disinclination to practice, in justice to the teacher remember that aversion to practice is not a sign of lack of musical ability on the child's part, nor is it sufficient reason for discontinuing the lessons. Voluntary practice involves mental control and powers of concentration which are not part of the equipment of the seven-year-old, and one should not look for it. The mother must make clear to the child that practice is a part of the daily routine, and then help him to perform it. As the keyboard and notes grow familiar, the child's interest increases and the practice-hour becomes more of a delight.

Always provide a footstool for the small student. The fussing about and distaste for practice is almost always due to actual physical discomfort. If little feet hang, there is pressure on nerves and blood vessels where the thigh strikes the piano stool, the circulation in the feet is stopped, and the child is not to blame when he is restless and fails to keep his mind on the work to be done.

It is not wise to insist on practice immediately after school, for the normal child who has been in school till half-past three needs time for play. If, on coming home, he is immediately put at practice, he will feel that music has robbed him of legitimate freedom.

§4. TIME FOR PRACTICE

IF THERE can be fifteen minutes' practice before school, and fifteen minutes after a play-time in the afternoon, that is enough for the small child. If the child is physically strong, and exceptionally talented or interested, a half-hour period may be assigned. More than thirty minutes' practice at a time should not be required of the child under eleven or twelve years, though two thirty-minute periods may be introduced whenever the child's progress warrants it.

With a small pupil, it is often wise to arrange with the teacher that she require each portion of the lesson to be gone over a given number of times a day. The practice-time is practically the same, but clock-watching is obviated, and the child who works patiently and steadily will finish with equal benefit in even less time. The mother may tell the child that at the third rendition the little tune must have fewer mistakes than at the first, or if accurately done at first, it must gain speed. A review piece should show gain in expression at each repetition. This objective raises the standard of the home work that intelligent mothers require in any line of effort.

If the mother can occasionally bring her knitting and sit within conversational reach during the practicing, and comment interestedly, it will be a help for which both the teacher and child will bless her. As the little pieces, even the tiniest ones, are well worked up, have Father listen politely and attentively some evening, or a friend who evinces real interest. Insist that one or two such numbers be always on hand, and that the child play at once when asked. From the beginning have some selections memorized, and these will be the joy of the twilight hour or of the winter evenings.

§5. ENCOURAGING THE CHILD

HOLD out continually the delightful possibilities that lie ahead of the child who works. Tell the boy what music in college and social life will mean to him. Prepare for family gatherings by having the child learn a simple Christmas carol, or an Easter or Thanksgiving hymn. Many of the old songs which are being revived have simple accompaniments which a child can learn. Let the ambitious boy or girl learn to play "America."

If the teacher assigns duets, give your child an added interest by playing with him. It is excellent discipline for the child to keep time with another, while watching his own part. If duets are not part of the child's assigned work, get one or two books of duets for home use. A little extra work of this sort will be a real delight, for the child's part will be simple, yet the combined result is unexpectedly brilliant.

As the repertoire of simple pieces grows, keep an indexed list, and ask to hear a number from it once in a while. It will aid review work, and wear off little rough places in a most gratifying way; and the child's pride, as he sees his list increasing, will spur him to continued endeavor.

When the child goes to the teacher for his

lesson, look over the assignment when he returns, and make sure that he understands definitely what is expected of him. Get him to tell you how he played his lesson for the day and to criticize his own work. It will make for attention to detail, musical understanding, and sound judgment.

Should some difference with the teacher arise, settle it by letter or telephone when the child is not about. Let the teacher who honestly does her part have the comfortable assurance of knowing that you, in the home field, are giving her your very best possible support always.

CHILDREN'S SINGING IN THE HOME

By Myrtle Douglas Keener

If singing for children in the home is to mean anything in a child's development, there must be first of all the careful selection of songs. So if mothers will select songs with words of educational value and the music, real music, not meaningless jingles, the child's taste for music will grow. The music must be written neither too high nor too low. It is safer for young children to sing from middle C to D, fourth line of the staff, rarely, if ever, going higher or lower, and then only a tone farther, either up or down.

To make the songs effective select them to fit the occasion. Let the day with its experiences, its weather conditions and so on, call forth songs expressing the thoughts of the day. When it rains, sing of the rain; when you gather violets, sing of their beauty and their modesty; if a child swings, a swing song, and if playing with dolls, then a song (there are many) of the "precious family." There is a song, I believe, for every experience in a child's life; for all he loves and understands.

§2. DUSK IS THE BEST TIME FOR SINGING IN THE HOME

Mothers will ask, "when and how shall I teach my children to sing? How shall they use their voices; and how can they learn words and music of so many songs? It is too ideal, and it is not possible in our busy days of practical things to find time for this singing in the home." It is *not* too ideal. Children need to have all of the beautiful, all of the ideal we can give them. And it is too important an element in a child's training to neglect. From a child's earliest conscious moment, this singing should be a daily experience and the ideal time is "between the dark and the daylight, when the night is beginning to lower." There is not, I know, in every home, "a pause in the day's occupations" at this hour, so the mother must plan for it and choose the time of day best suited to her duties, never selecting, however, the half-hour just after meals, for it is better not to sing right after eating.

§3. GOOD WAYS OF TEACHING CHILDREN TO SING CORRECTLY

Children naturally breathe correctly and use the voice very well. Where these natural conditions have not been lost, let the child sing easily just like the birds, never allowing shouting, for loud singing strains the voice, and besides producing anything but pretty tones, often causes serious throat troubles. Play the melodies of your songs and sing them, having the children sing, at once, gently and quietly. Children learn so quickly by imitation, it is surprising how they get tuneful songs by just singing them. If there are faults in the child's singing, of course, he must be brought back to the natural way of using his voice, and if the fault is that of incorrect breathing, that, too, must be corrected. Changing the character of the song will often produce the desired effect. For example, if the fault is straining the voice by loud singing, select quiet songs and light, dainty tunes, always using the bird as an illustration of correct singing, telling the child to observe how wide he opens his mouth and how easily he sings. It is as natural to sing as it is to talk, and children should sing with as little effort as they use in speaking. If the mother will lead her children from the beautiful lullabies that she should sing herself into the songs natural to their development, little training will be needed. They will learn to sing as easily as they talk. Children should never have lessons in so-called voice culture. Care only is required that the little voices are never forced, and that they are sweet and musical.

What is more beautiful than a burst of song from a happy child trained to express the emotion that fills him!

§4. SINGING IMPROVES THE SPEAKING VOICE AND STRENGTHENS HOME INFLUENCE

SINGING, too, improves the speaking voice and this alone is of infinite value to a child. Who does not acknowledge the charm of a musical speaking voice, but how rarely we hear one! Mothers can cultivate this charm in the home through careful singing with their children, and we will not then be a nation with unpleasant, nasal voices.

But over and above all, singing in the home, centered as it should be around the mother, strengthens her influence. Children love to sing. I know four little children who beg for it, and they sing, and the mother's influence grows stronger as they cultivate, through her, the love of the higher things of life. I hear some one say, That is old-fashioned! Well, if it is? Give us back the old-time home influence that is passing into history; let the mothers of America restore it by singing in the home of the sacred things of life; of all that is good and true and beautiful.

EARLY MUSIC-TEACHING IN SCHOOL

By ELEANOR SMITH

TO QUOTE the author of a series of music textbooks: "If music is taught intelligently in the kindergarten, children who have enjoyed such training will be found a year in advance of those who have not attended the kindergarten." The criticisms of kindergarten music-teaching, perhaps most often made by teachers and supervisors, are the following: Too many songs are taught and too few songs are taught with sufficient care and thoroughness. And singing is too seldom done by the children themselves.

Kindergarten music too often means some detail like rhythm or ear-training, and these details frequently monopolize the whole subject.

Children are not taught to sing in time and tune. The range of the voices of tiny children is not observed, and most songs taught them are out of their compass, being commonly much too low.

§2. CHILDREN'S VOICES ARE GENERALLY HIGH

SO MUCH has been said and written on the subject of the range of children's voices that it seems superfluous to dwell on a theme so threadbare, and still a majority of the new publications will be found conforming to the ancient heresy that children's voices are low.

Out of sixty voices under my own observation belonging to children between the ages of six and fifteen, only three cannot easily reach High G, while only two of the lower children can comfortably reach Low A. A larger number sing High A with ease, and a few reach High C; this is in spite of the fact that these children have every encouragement in their environment to gruffness and hardness of tone. Conditions of life in our neighborhood tend to demoralize vocal conditions and especially to rob the voice of high, light tones. Yet the Hull House music-school children have high voices. And they have not even the example of their teacher, who is a contralto, to help them to soar.

It is not, I think, an unreasonable demand that the kindergarten deliver its children to the primary school in a normal vocal condition. Habits of light, high singing will insure this. From the purely musical standpoint, that is, from the standpoint of the ability to sing in time and tune, much should be accomplished by the ear-training now so general in the kindergarten. The ideal of the teacher should be to send no tone-deaf child on to the primary. But while much apparent tone-deafness can be cured during the years preceding school age, I think it unreasonable to demand that no tone-deaf child survive the training of the kindergarten. It may be that what is sometimes designated as "tone-matching" may be apparently perfectly successful, but correct imitation of single pitches bears the same relation to singing of songs that the utterance of a single word bears to the repetition of a story or poem.

§3. HOW TO PREPARE TO LEARN A SONG

CAREFUL study of little children will make many things clear. The mistake will no longer be made of trying to teach the baby, whose voice and ear are equally undeveloped, songs suitable for a child of ten.

No song can be well learned without having been heard many times by the children before they attempt to sing it. It may be played with good effect before it is taught, the children taking it in half unconsciously. But numerous repetitions of

the melody, unaccompanied with words, must precede the child's attempt to sing it. If his concept of the song is clear and definite, his first tentative experiments at singing will be vastly more correct.

The accompaniment will greatly add to enjoyment of the song if played at the proper time; if played prematurely it causes confusion by obscuring the text as well as covering up the melody.

To say that every singer should comprehend the meaning of each word he sings, as well as the sense of the whole text, seems so obvious that one really feels apologetic in mentioning it; but we have evidence every day that this is a principle honored more in the breach than in the observance.

The child of thirteen who asked if "Nearer, My God, to Thee" was any relation to Nero, the emperor of Rome, was not more stupid than many. Her pastors and masters had simply been guilty of that essence of bad teaching—taking things for granted.

Individual work when managed with judgment is another help to good singing.

§4. THE NECESSITY OF INDIVIDUAL ATTENTION

INDIVIDUAL singing is the only unfailing guide to a classification of the children. The dependent are more effectually helped through individual effort, and the tone-deaf seldom show even slight improvement, unless they are given personal aid. It is this class which profits most by "tone matching," which should of course be enlivened by many little games.

The position of the teacher while presenting the song and that of the children while listening to it are equally important. Attention naturally lies at the foundation of observation, and attention is stimulated by correct position. Teacher and children must look at one another while singing, and this practice must be persevered in, if song is to be real expression and not mechanical repetition. A story to be effective must be told, not read, to the little people who listen to it. And the song, too, must be told, not read or droned, while the children must be taught to regard the song as a music-story, to be listened to and to be told again with animation and expression.

MUSIC IN THE JUNIOR AND SENIOR HIGH SCHOOL

By WILL EARHART AND OSBOURNE MCCARTHY

IN RELATION to their attitude toward music, high-school pupils may be classified under three general headings:

1. *The little interested and the nonmusical pupils.*—Probably the largest number, especially under present conditions, consist of pupils who are little interested in music. Under this group might be included also those pupils who take no interest in music, in whose families music has had no part, who consider themselves as lacking both in musical talent and in ability to enjoy music. The relative number of such pupils depends on many influences. In some communities almost all the high-school pupils are interested in music and enjoy taking part in it. In other communities only a few show any desire to participate. The high-school cannot altogether offset the other influences of the community, but it can take its share in improving conditions.

2. *The interested but not particularly talented pupils.*—In every school there are many pupils who, although not possessed of much musical talent and without a desire to perfect themselves as performers either for their own pleasure or as a vocation, nevertheless take an interest in this subject and wish to know much about it in a somewhat particular way. Such students like to listen to music and wish to heighten their powers of enjoyment through the study of it.

3. *The talented pupils.*—The group of pupils to whom music is an important part of life includes those who are preparing to follow music as a vocation and those who intend to become skilled amateurs. Those who are preparing for vocational work have as much right to consideration as the students who are preparing for other lines of work. But there will always be pupils who are interested in developing their musical talents to the highest possibilities as a matter of culture, and these also deserve consideration.

§2. MUSIC OPPORTUNITIES RECOMMENDED FOR EACH TYPE OF PUPILS

1. *For the first type of pupils.*—For the pupils who have only slight interest in the subject, the high school should offer courses in chorus singing. Although called chorus singing, its real purpose should be to awaken a keener interest in music and a truer appreciation of it. This should be effected not only through participation in sing-

ing, but also by presenting as much music as practicable for the pupils to hear. This would include performances by the talented pupils of the school before the assembly, performances by outside musicians, and selections upon mechanical musical instruments (talking machines, player pianos, etc.). The degree of choral excellence to be expected from the class will depend upon previous training, the time given to the assembly, and the proportionate number of pupils interested in the subject. In some schools, for example, it would be wise to hold assemblies for the contemplation of music not oftener than once a week, and then not longer than fifteen minutes. In such schools greater attention should be paid to the organization of elective chorus classes and glee clubs for the pupils who are interested in singing. In other schools it may be possible to have the chorus-singing classes one or two full periods a week, and to attain considerable proficiency in chorus singing. In these schools the glee clubs would probably be smaller in numbers and would emphasize the highest degree of chorus performance.

In schools where the practice of elective chorus singing is followed, it is recommended that no less than fifteen minutes per week be given to the consideration of music by all the school, either as a whole, where assembly space is sufficient, or in groups where the assembly hall is small. The elective chorus classes under these conditions would devote their attention more particularly to the development of excellence in chorus performance.

2. *For the second type of pupils.*—For those pupils who are interested in the subject of music, but have no particular desire to pursue the study exhaustively, the following studies are recommended:

(1) Chorus singing, either required or elective. (When elective the plan of general assembly for music is recommended.)
(2) Music appreciation, elective.
(3) Theory of music, elective.
(4) Glee clubs, elective.

It may be difficult to draw the line between pupils in this class and pupils in other classes enumerated. Such a line, however, is not essential, for if the subjects are offered, the pupils themselves will determine the amount of work that they desire.

3. *For the third type of pupils.*—For talented pupils the school should offer

(1) Chorus singing, required or elective. (If elective the plan of assembly music is recommended.)
(2) Orchestra, elective.
(3) Glee clubs, elective.
(4) Music appreciation, elective.
(5) Theory of music, elective.
(6) Applied music (specialized training in vocal or instrumental performance), elective.

HIGH SCHOOL CREDITS FOR OUTSIDE MUSIC STUDY

By Walter H. Butterfield

Director of Music, Providence, R. I.

The high school has long since ceased to require that a student take a cast-iron course in order to win his diploma. For many years the high schools have been broadening their courses the better to prepare pupils for the different kinds of colleges, universities, and technical schools. To this end they have offered general courses for those who are not going to the higher institutions of learning.

In the larger cities with more than one high school we find a school specializing on a certain type of preparation. Providence, R. I., is a typical example. We have our college preparatory schools which also have some general courses. We have one high school that specializes along technical lines (this school by the way has the largest enrollment). Here the student may find courses that will fit him for practically any shop, factory, or mill in the city, or for the home.

Our second largest school is now distinctly a commercial school with an enrollment of approximately 1,300 pupils. Here every effort is made to fit the student for the particular line of work he has elected. When the course is complete, the school will, if possible, find the student a position.

The points thus far brought out show the care which is beginning to be exercised in first fitting young people for life and then fitting them into life.

This broader spirit of education is being extended to music. Music, as a subject in the high school curriculum, is a rather recent development. The particular phase of this development with which we are concerned in this paper is

credit for the study of music under a private teacher.

The school credit for private music study was first adopted in the high school of Chelsea, Massachusetts, in 1906. It has since spread throughout the country until to-day, in many of the States, a large majority of the high schools are granting credits.

This was the outgrowth of convictions, long felt by educators, both in and out of the field of music, that music study rightly pursued had such advantages that the schools should find some way of offering these advantages to the student. Also the educators recognized the desirability of offering to the boys and girls, who wish to continue their serious music studies during high school years, such courses as would enable them to keep up their school studies and at the same time not neglect music. They felt that the person who desires to follow music either as a vocation or avocation has just as much right to consideration as the person who chooses to become an expert in the jewelry shop or become a stenographer.

Music to-day holds a vital place in the lives of the people. The majority of parents consider some form of instrumental or vocal training a necessary part of the child's education. The degree to which this is felt is very clearly shown in the willingness of parents to purchase pianos, violins, and other instruments and pay the private teacher for the instruction.

There is naturally and justly an insistent demand for a higher standard of training for the teacher. Because of this demand and because the schools cannot directly supply all the needed instruction certain plans and procedures have been devised whereby the schools may co-ordinate with the private studio in such a way that the desired result may be attained by the young musicians. All this is not as revolutionary as it, at first, may seem. In many places there has been for some time a co-operation between the vocational department of the high school and the business office or factory.

We know that in any highly specialized subject one cannot hope to gain the needed equipment and at the same time acquire what was once considered a general education. Some subjects must be added that are comparatively new and other subjects must be partially or wholly eliminated.

Many cities have done this in the highly specialized subject of music and have made the study of voice, piano, organ, and the instruments of the symphonic orchestra, one of the electives that may be chosen to count toward graduation. (So far as I know this is never substituted for a so-called required subject but it is always an elective.)

This crediting of private lessons has been carefully tried out and found satisfactory in so many cities that it can no longer be considered in the experimental stage.

There can be no argument regarding the desirability of having the coming generations of musicians better equipped in their special subjects as well as in their general education. It belongs to us of the present to lay the foundation of that education as broadly and wisely as we can.

We know that the older ideas of high school training have made it hard, and many times impossible, for the young musician to acquire his diploma and continue at the same time his music study as, of necessity, he must, if he is to become a master of his art.

The present policy of nearly all cities is to give to the student that which he needs most and which will best fit him not only for his profession but also for citizenship and general personal development.

He must be allowed time for technical equipment if he is to become a musician. If his high school course does not grant this, one of two things must follow: Either he will not be as fully prepared technically as he should be in order to succeed or he will drop his general education and devote himself, usually in a narrow sense, to his music and thus fall short in general training.

It is a simple matter so to arrange courses as to give him a good all-around equipment in musicianship and general education, and he has just as much right to this consideration as has the student who is going into the shop, the mill, or the university.

Every argument is in favor of keeping the student in school until he has completed his high school training and in so shaping that training that it will best fit him for a successful life, successful both to himself and to the community.

If the student is given advantages in music equal to the advantages he would receive did he choose any of several other professions or trades he will be, at least, quite as useful a member of society, and society will be amply repaid for its foresight.

The granting of credits for study with a private teacher is most carefully guarded so that the school authorities have full command of the subject at all times.

Of what value is all this to the community?

First, it means a saving of a goodly number of future musicians to the side of education. It means a better type of instrumentalist and vocalist, that is, a more broadly educated musician. It

means a musician with a broader outlook and understanding of life. It is already placing the American youth in a position to compete successfully with the foreign importation for our symphony orchestras. Best of all it means that the instrumental and vocal teacher of the future will have, generally speaking, a better musical and general education than the average teacher of the past. Finally, that the student who elects music as a cultural rather than a vocational subject will be a more intelligent and appreciative music lover and listener.

HANDICRAFT

MANUAL TRAINING

By Caroline Benedict Burrell

(With Additions)

The idea of manual training in the public school is not a new one; the philosopher, John Locke, pointed out the value of hand-labor in education and urged that a child should learn one handicraft thoroughly, and two or three in part. Rousseau said in the essay on education that has been called "a pedagogical gold-mine," "If I employ a child in the workshop instead of chaining him to a book, then his hands work to the benefit of his mind." Froebel took up the suggestion of handwork and introduced it into his kindergarten system. Sweden, Denmark, Finland, Russia, Germany, and France developed the plan, and to-day teach manual training in their graded schools. Some people still understand it so little that they think that only those who wish to learn a trade need know how to handle tools, while really nothing could be further from the ideas of those who understand the principles involved.

§2. OBJECT OF MANUAL TRAINING

Handicraft is designed to develop the mind and the hand rather than to teach any particular thing. The child has two faculties which we are apt to overlook—that of construction and that of destruction. He loves to make things; give him a paste-pot, a pair of scissors, a knife, a needle, and see the pleasure he will take in evolving something of his very own. He loves to destroy things, too, but less from a wanton desire to spoil than from the innate wish to find out what it is that "makes the wheels go round." It is to answer the child's needs in these two respects that he should be taught handicraft. He there learns the why and how of the manufactured article, and he learns to put together for himself. His eye and hand are trained to a precision altogether lacking in the untaught child, while he is also acquiring at the same time concentration, exactness, and perseverance, all of which are of infinite value in his studies.

Through handicraft he also works off a large part of his superfluous energy. A recess of five or ten minutes in the middle of the morning, and another recess of an hour at noon are not enough to dissipate the boundless restlessness a child feels. Many a so-called "naughty boy," who is the torment of school, is suffering from a real nervousness which would disappear if he had something to do which would occupy pleasantly both hands and head. To drop arithmetic for a time and take up a saw or plane is an unspeakable rest. This is true for girls no less than for boys; they especially need a course in handicraft, since their hands do not naturally take a hammer or a chisel; they also are apt to get less exercise than their brothers do, though their growing bodies need it quite as much, and their delicate nerves even more. To quote Rousseau again, "The great secret of education is to combine mental and physical work so that the one kind of exercise refreshes for the other."

§3. UTILIZING SKILL WITH TOOLS

Handicraft is also a benefit to a child in that it brings him into a closer relation to his home. When he feels that he is not a contributor to it in any material sense, but only a recipient, he misses something of comradeship; but when he can really add to the home's attractiveness or comfort he at once acquires a new love for it and pride in it. Under a good teacher of any form of handiwork it is not long before a child is able to make something really useful and beautiful. One has only to visit a school where manual training is taught to recognize with wonder the possibilities that lie there.

There are picture frames, tables carved in artistic patterns, chests for linen, plate-racks, exquisite bits of carved metal, beaten brass, carved leather, beautifully bound books. To learn to make such things is an education in itself, and to be able not only to make them, but to enrich the home with them, is to feel and to confer a true and deep pleasure.

§4. ENCOURAGING A TALENT FOR HANDIWORK

But beyond these actual or possible results of such training there is also the suggestion which it gives of the bent of the child's mind. Many a parent is puzzled to know what course to pursue in looking toward the child's future; here a latent talent will often be disclosed. The child will show plainly that he has a taste for art, or architecture, or applied mathematics, or sculpture, or something equally definite. Parents who hesitate over a course in handicraft lest it should either lead to a distaste for study or develop a wish for mechanical labor only, are surprised to find that it simply smooths the path to a desired career.

Where there is no opportunity for the study of handicraft in a school within reach, the father and mother should try to make some opportunity for it at home. A boy may have a tool-chest when he is very young, and learn to drive nails or do odd bits of mending about the house. He will take a certain pride in doing these things for a time, but very soon he will be ready for harder work under a regular teacher. He might then take lessons of a carpenter in the use of tools and a turning-lathe; or one can sometimes find a Swiss workman who will give lessons in wood-carving. If the boy inclines to metal-working he should have someone —if only the village blacksmith—to instruct him in simple iron and brass work.

§5. HANDICRAFT FOR GIRLS

A little girl may begin to study manual training after the excellent kitchen-garden system; she will enjoy the setting of tiny tables and the hanging out of dolls' washing, and the making of little beds, and at the same time she will be learning neatness and order, accuracy of touch, and a dainty way of doing housework. Sewing, too, that discipline through which every girl must pass, may be redeemed from drudgery and made a pastime if it is taught so as awaken an interest in it. The old way used to be to set a girl a daily task of a seam; later, to teach her to cut out and make garments for herself of stiff muslin, which she usually moistened with her tears. To-day, in some places, a teacher gathers a little group of children and gives them regular lessons; hemming is done on one square of cloth, back-stitching on another, and overcasting on a third. To make buttonholes, even, in company, robs them of half their terrors. The best method, however, is to let the child make something which she can use either for herself or in her play. What this article is, depends upon the age of the girl. Little children should not be asked to do any fine sewing. Eyes, fingers, and brain have not the ability to co-ordinate and the effort to make them do so is an unnecessary nerve strain. So for the first sewing lessons of the little girl suggest something on which the stitches should be large.

When Mother is sewing for her family, little daughter likes to sew for hers. Not only should she be permitted to do so, but she should be encouraged and her work guided, then it will not be a task for her to learn the various stitches—learning them will be incidental to the finished article. When she has attained a moderate amount of skill, she should be permitted to do something to help make her own clothes, gradually increasing this amount until she is making them herself with the assistance of her Mother.

But it should never be forgotten that sewing is not the only form of handicraft with which a girl should be familiar. She, like a boy, should learn to make things of wood and leather and metal, for the development of both head and hands. A recent writer on this subject says, "Boys and girls whose hands have been left altogether untrained until their fifteenth year are practically incapable of high manual efficiency thereafter." Any woman whose hands are adaptable finds herself ready for many amusements and accomplishments which are delightful and useful.

§6. RESTFULNESS OF HAND-WORK

But quite apart from the benefit one receives in the possession of a trained eye and hand there is another, an ultimate value in a course in handicraft of which as children we never think—that rest which hand-work gives to the tired brain. It is most necessary for all of us to have something in which we can find relaxation. Hand-work in which there is no creative pleasure, mere manual labor in which the mind has no share, can never give rest, but that which occupies hand and eyes and brain at once makes us ready to take up our daily burdens again with a new vigor. This one reason alone—the benefit which a knowledge of handicraft gives to us during the stress and storm of life—seems reason enough why we should study it in our leisure years, years of childhood.

TOOLCRAFT IN THE HOME

By Frank H. Cheley

"A father looks back into his boyhood days," says F. A. Crosby, "a bench and a set of tools often stand foremost among those few things which now seem to him to have brought the most pleasure and profit into his life. Beyond numbers are the happy hours put in at the rough bench with a hammer, saw, and plane, making rude and curious imitations of the real things.

"Nothing is more interesting to the average boy of ten to fifteen years than the making of things. His industry along this line is remarkable. In no other way does he show more distinctly his inherent tendencies, for it is during this period that he delights to make contrivances of all kinds. A boy will work absolutely absorbed for hours and even days over a kite, a trap, or a dog-house, and will enjoy intensely, for a time at least, the tangible results of his labors. This activity is so natural and can be made so beneficial, that some little encouragement and direction are worth while.

"The boy without a workshop and some tools—be they but the woodshed and a hatchet—is to be really pitied. Such a workshop, no matter how simple, can become, with the interest of the parent, one of the most important additions to the home, tying a boy up to home interests and keeping him off the street. It will be not only a plaything, but will satisfy an inborn desire to create, and thus be of real educational value. If, along with this simple equipment, go the encouragement and occasional presence of the father, a strong hold may be secured upon the sympathies of the boy. Not all the school training employed in the world can take the place of the simple workshop at home."

Handicraft is of definite help in making intelligent, clear-minded citizens, full of appreciation of the dignity of labor. Such activity requires and develops a full knowledge of the subject-matter to be expressed; it develops a rich imagination as well as a certain amount of logical constructive thinking. It stimulates initiative and develops patience as almost no other single activity. It offers opportunity for the expression of beauty in terms of right material, rightly used, fine color, fine proportion, and fine construction. It is a splendid introduction to the creative work of the world.

Boys are especially interested in building boats, sleds, wagons, shacks, kites, guns, and airplanes, as well as all sorts and manners of pens, cages, and shelters for animals. One-fourth to one-third of all the things boys make are things that will go. A few years ago the playgrounds of Chicago were almost emptied after an Italian boy invented the skatemobile, and it is said that ten thousand of them were constructed by boys and were in active operation in a month. Boys are always interested in constructing things that have utility, such as cupboards, ironing boards, and taborets; yet they rise to the greatest heights of enthusiasm when they are given opportunity to fashion some instrument of play.

One of the least expensive and most satisfactory gifts to a boy is a good set of tools, and with these should come some second-hand lumber, preferably from boxes of one sort or another. If there is vacant ground, let the boys build shacks, slides, bridges, rafts, tree houses, wagons, and all the rest.

I hear many of you say, "That is all very well for boys who have room, but what of the rest of us that live in apartments and the like?" Our suggestion to you is to resort to the smaller arts and crafts, such as wood carving and whittling, if the boys are interested; or metal work, basketry and leather work, or the jig saw. Interest in the smaller handicraft may be kept at normal pitch by encouraging the boys to build excellently enough so that they may sell their product. A simple folding workbench may easily be arranged for kitchen use or even the kitchen table sworn into service, using a detachable vise. If this will not do, no doubt there *is* a place somewhere in the neighborhood that may be fixed up as a neighborhood shop, each boy having his tools in a locker. Many public school buildings are now open evenings, with such activity offered under supervision. Most boys' clubs also maintain a shop and often provide excellent instruction free.

§2. MECHANICS AND POPULAR SCIENCE INTERESTS

These are so closely related to handicraft that it is purely arbitrary to separate them. However,

it will be found that many boys take more readily to the machine tools, motors, engines, airships, and the like, than to wagons, sleds, and rabbit pens. The number of boy enthusiasts in electricity in all of its phases is ever on the increase. Where is the boy who does not love to tinker the doorbell, or repair the switches, or "fix" the electric iron? Just notice the number of aerials that one sees in an afternoon's drive about the city.

Many a boy knows more about the ignition of Father's car than Dad does, and is a positive genius at locating trouble and repairing it. Not long since, a young lad of twelve, his face radiant with the joy of accomplishment, told how he had "fixed Dad's car with nothin' but a hairpin and a piece of string."

Wherever possible to gratify this natural interest, by all means do it. A magazine on popular science will be eagerly devoured in the home and suggest many stormy-day activities. Then, there is the whole realm of popular science. Astronomy is wonderful to a boy, and a telescope can be built at home. A microscope will provide innumerable pleasant evenings and stir up endless questions that will send the boy off to the library to "find out." Let the boys and girls do their own kodak developing and printing. Let them conduct simple chemical experiments in the bathroom or the kitchen sink. Such activity, in addition to being a pleasant use of time, has a very positive educational value that must not be overlooked. Youthhood is the time to root a great variety of interests, so do not be disturbed at the rapidity with which they jump from one line of action to another, but carefully avoid repressing these normal desires to experiment and "find out things" for themselves.

VOCATIONAL TRAINING

DISCOVERING AND ENCOURAGING YOUR CHILD'S TALENT

By Helen Gregg Green

Dropping in at a friend's the other day, I found her sitting on the floor admiring a wooden aeroplane her small son was making.

"Isn't it splendid?" she smiled, handing it to me.

"I'm going to build big aeroplanes, and bridges, and houses, and things, when I grow up!" Buddy exclaimed.

"Indeed he is!" the mother declared.

When six-year-old Buddy had returned to his playing his mother said, "Ever since Buddy was old enough to show any special interest along any line, I've tried to detect his natural gifts. He always loved building things. And I have encouraged this talent to the best of my ability. We have furnished him with plenty of building material. And I'm never too busy to stop, look, and admire."

"You're right," I replied, very much interested. "Plenty of talent has been left to die because of lack of interest on the part of the parent."

"I had a cousin," the mother continued, "who would have been a famous painter, but for his father."

"His father?" I interrupted.

"Yes. He was always saying, 'No artist son for me. I want a regular boy.' When Joe begged to be sent to an art school, where he could express the beauty hidden away in his soul, the father refused, and packed him off to a military academy. Of course, the boy is a failure. He never accomplished anything. So—I'm trying hard *not* to be that kind of parent."

After I left, I thought how wise Buddy's mother is.

How much talent has been lost to the world, through the stupidity, carelessness, and thoughtlessness of parents!

So let us study our boys and girls, encouraging and developing the talents they possess.

HOW TO RECOGNIZE A YOUTH'S SPECIAL ABILITY

By Clarence C. Robinson

If there is any one problem where a parent more often bungles the job, than in this matter of special ability, we have failed to locate it. Not even in matters of the heart where parents have a reputation for doing irreparable harm in the lives of young people, do we more often make mistakes than in our superficial judgments about talent.

Within a week, an exceedingly capable worker in social and religious lines told me that he had been for years striving to overcome the early effects of his father's lack of confidence in him, in relation not to integrity, but to ability. In this particular case, the boy had been doubly distressed because of frequent comparison with his brother who, the father was sure, was destined to be a great man. As it turned out, both are able and useful men, but the father ran a serious risk by starting what might have been a dangerous sense of inferiority on the part of one of his boys.

The mother who thought her little son certainly was going to be a druggist because he so delighted in playing with bottles containing different colored liquids is only more obviously foolish than most of us. Consider, if you will, with what powerful forces we are dealing, how intricate are the possibilities in any one boy, and how far below the surface may rest the things that are really fundamental in his life.

§2. SIGNIFICANCE OF SPECIAL ABILITY

In the first place, we may as well realize that the boy has a fixed heredity. It may be capable of great development in this direction or that, but nature has given him, because of the contribution from his mother's and his father's lines, a certain set of unit characters. A boy is like a ship sailing out of harbor with no ports of call before its final destination. The ship has a certain kind of hull, it is well built or poorly built, it is propelled by steam or by sailing apparatus, according to its nature; it has a certain amount of machinery for hoisting, for fire control, and the like. The ship is provided with stores of food and water, and it carries a certain cargo which is presumably of some use to the life of the world.

To be sure, accidents may happen and if the engine gives out makeshift sails may be hoisted, but that is merely a way of limping into port, and does not represent the proper functioning of that ship. Peculiarly enough, a boy is much like a ship. He is built a certain way, fat or slim, strong or weak, he is a speedy runner, a fine jumper or slow and heavy in his movements. He possesses certain talents, and though they are not evident and catalogable at the time of birth, they are there just the same and it is only our lack of ability to understand and analyze human nature that prevents our being able to sit down and write out for a boy just what is represented in his ship, cargoes, and stores. However, we need not chide ourselves as parents for not being able to do this cataloguing job well, inasmuch as one of our leading scientists declares that considering the varied hereditary elements that come from father and mother, and their fathers and mothers, back for a few thousand years, the youngster has the chance at birth of something like 1,048,576 different hereditary possibilities or combinations. Of course he will not have this enormous number of characteristics, but if nature has this many chances for the individual, no wonder we are different from each other and distinctly hard to understand.

Whereas the particular capacities, interests, and tendencies in the life of a boy are fixed by nature, they are only fixed in the sense that certain deposits have been made in the boy, and these, when properly nurtured, are capable of utilization and development in the human animal to an extraordinary degree. So true is this developmental possibility in human nature, that we have made the grievous mistake of thinking that we could do almost anything if we wanted to badly enough. Fortunately for ourselves and the boy, we are learning that a short, chubby-legged boy cannot run as fast as a tall, lithe boy and no amount of training or will power will enable him to do so. However, we do find that almost any normal boy can do something in the line of games and athletics, if he is encouraged and given some training in a phase of physical activity for which he is adapted.

The ship or the athletic analogy could be carried out to a remarkable degree, but in a brief study like this we must turn our attention quickly to other matters.

§3. WAYS OF DETERMINING SPECIAL ABILITY

If the parent, teacher, or worker with boys is ruled by pride or prejudice, he will waste time reading these paragraphs. Approaching a boy with preconceived notions, or with a particular emotional desire to have the boy become a minister, a business man, or a farmer, will spoil the whole effort.

If we are determined to have the boy, in whom we are interested, undertake a "white-collar" job whether he is fitted for it or not, there is no use using modern determiners of ability. One reason why so many of the "soft-shirt" jobs, like those of carpenter, bricklayer, or plumber, are so highly paid at the present time, is that thousands upon thousands of parents have determined that their sons shall be in "white-collar" positions; they have consequently overcrowded many of those positions. Now they bewail the fact that a man in such a trade may receive ten dollars or more a day, while their sons are receiving much less although in more dignified vocations. Three hundred young men in New York City have recently taken training for trades of this sort in one Y. M. C. A. school, practically every one of them leaving poorly paid clerical positions to train for much better pay in the always necessary building trades and others related to the fundamental processes of life.

Of course happiness and usefulness are to be considered as well as money, but where the pride of either the parents or the boy is keeping a boy from undertaking that for which he is fitted, or that which is not overcrowded, money will sometimes attract quicker attention than the needs of the world.

For those who really want to know what the boy can do, we suggest among other processes the following: In the early years, say four to ten, perhaps there is nothing more useful than *unobtrusive observation,* and we mean exactly what the words indicate. We must not expect an interest which absorbs the boy at eight years of age to be good for a life run. It may be and it may not. The ardent interest in "Mecano" or "Erector" or

building huts in the backyard, may represent a mechanical or a construction tendency of some kind, or may merely mean that an active brain is feeling about in the world, testing everything to find out what is interesting and worth while. Stamp collecting may mean an intense interest in world travel, a desire for contact with strange peoples and places which may be significant in the boy's life-work choice, but it may, however, merely mean the functioning of an acquisitive instinct, and the next day he may turn his attention to collecting bugs, or to gathering rope and old iron to sell to the junk-man.

Through such observation, which does not interfere with the boy, unless he is getting into real danger of some kind, one may learn much about a boy, especially if we try to distinguish between this boyish experimentation with anything he can lay his hands on and that persistent, increasingly intelligent interest in some one or more definite activities that marks special ability.

Following observation, it is possible to use *various kinds of tests*. The test of experience, for instance, is an important one. A boy's life around the home, church, school, Y. M. C. A., scout troop, and the like, gives the boy opportunity for experiences of various kinds—work, play, leadership, organization, service, and the big out-of-doors; all these experiences begin to reveal in the years twelve to fifteen, in what directions the boy's capacities may lie. There ought, of course, to be some way for various adults who touch the life of a single boy, to confer with reference to their concept of the boy's capacities and interests, based on their observation and experience with him. Many a boy has revealed clearly to his associates by the time he has reached the middle teens certain evident characteristics which mean special ability.

§4. SCIENTIFIC TESTS

Coming to more exact measurement, we have more or less *scientific tests*. These are of two kinds: (a) for general intelligence, and (b) for special ability. I sat the other afternoon in the office of Lewis M. Terman, of Stanford University, the man who has adapted the Binet Tests to older children and adults, and whose work in studying children of apparently superior intelligence is becoming so valuable. In answer to my questions, he intimated that of course the general intelligence tests as we gain knowledge from further experience with them should be of great value in determining which children are fitted for certain occupations requiring fine mental ability, and also in locating the young folks who have other types of ability, but who do not register especially high in abstract intelligence.

As the boy grows older, *self-analysis* may be undertaken by simple and practical methods, combined with a *re-analysis* of his own study by someone familiar with such work, *counselling* with exceptionally well-informed men, either on the general problem of life work, or with men engaged in the trades, business, or professions in which the boy's analysis and experience may indicate that he has some ability. All these combined make it much more possible to-day than ever before to help a boy distinguish between that which is superficial or momentary, and what is fundamental and constant in his character and abilities.

A safety valve in all this is found in the principle of letting the boy finally decide so far as vocation is concerned. None of us have a right to take that into our own hands, for the boy has a right to live his own life and to make his own decisions. Personally, in contacts with boys in every State in the Union, I am amazed to find how modest, how open-minded, and how willing boys are to spend time and effort to find out what God has really put in them, and how they ought to use it for their own satisfaction and for the benefit of the world.

Were we to consider this study further, we could discuss how to stimulate latent abilities, the dangers of over-stimulation, and also how to conserve wisely the budding interests and capacities as they first come to light. And we must all realize that this long, patient process is quite as valuable to the boy of moderate abilities and the one who has definite handicaps, as it is to the boy of brilliant parts in whom we become so readily interested.

EDUCATIONAL GUIDANCE

By William A. Wheatley and Others

While the selection of a four-year high school curriculum involves choosing between a college preparatory and a commercial or some other curriculum, it really signifies one of the most momentous decisions in a person's life. It implies at least a tentative choice of one's life work in some broad field, whether it be a profession, a trade, or a commercial career. Although subject to all sorts

of unpractical fancies, the high school pupil as an adolescent feels the urge of early manhood or womanhood and begins to assume some responsibility, vague and indefinite as it may be, for doing his or her full part of the world's work.

Young people, as a rule, when unassisted and unadvised, are likely to aim lower, to select an inferior calling, and what is of most interest at this point—they are prone to plan a shorter period of education and preparation than they would accept for themselves if parents and teachers encouraged them to have more confidence in their native ability and spurred them on to render their best service to humanity. Also let it be remembered that, when the principal or teacher adviser is giving educational guidance, he has presented to him one of the most valuable of all opportunities for service, that of getting sympathetically acquainted with the pupils' out-of-school life and of helping them in the solution of any personal problems that are likely to come to the surface.

In a recent address R. D. Allen, Director of Vocational Guidance in Providence, Rhode Island, stated what is true of all schools when he said, "It was found that Providence pupils often make hasty and unwise choices of occupations and studies, and leave school too early." He also gave the remedy applied to the local situation. All children in the upper grades and high school who are about to leave school receive vocational guidance and are taught "to play it safe." The result has been that many pupils remain in school or are persuaded to attend evening or part-time schools.

One of our great problems is to enroll pupils in high school so that there will be the least possible loss in passing from the eighth grade to the high school. We must also assist them individually to choose the best curricula and the studies most worth while for each one personally. It is our duty to understand, to encourage and instruct them in such a way that we not only shall hold them to the limit of their ability to profit by the high school course but shall send them forth enthusiastic, determined, and prepared for the next stage of their life career.

Educational guidance provides the solution of the problems which have been presented. This term is inclusive of all the work of a secondary school specifically directed toward encouraging the enrollment of pupils, guiding and holding them through their high school period, assisting them to decide on and work toward a definite vocation for a life career, and helping them in their personal problems. At the risk of some repetition in wording, the following represents a comprehensive statement of the objectives of educational guidance:

1. To obtain the willing attendance in school of all possible boys and girls through the period of secondary education so that each one may secure such information and training as may be necessary for his or her individual development and for the stability of democratic society.

2. To awaken in pupils the spirit of purposeful endeavor and guide them in carrying this spirit into practice in their school work and at the same time to see that the school program of each individual pupil is so far as possible properly adjusted to his needs, abilities and aspirations.

3. To give pupils sympathetic help in seeing their way through their many perplexing personal problems, and to develop high ethical ideals among them.

4. To aid pupils to choose wisely, to plan their preparation for, to enter upon, to make progress and serve society well in a worthy vocation.

It is not the purpose of vocational guidance to decide for young people in advance what occupation they should follow, nor to project them into life's work at the earliest possible moment, nor to classify them prematurely by any system of analysis, either psychological, physiological, social, or economic.

Vocational guidance should be a continuous process designed to help the individual to choose, to plan his preparation for, to enter upon, and to make progress in an occupation.

All that we try to do is to guide students wisely in making the decisions which are necessary day by day, and in looking forward as far as possible to what may be desirable. There is no idea of exerting pressure on the pupils to get them to make irrevocable vocational decisions in their early high-school years and to stick to them eternally. To attempt to do so would be obviously quite useless as well as undesirable. As pupils think more about the matter of their life careers their ideas as to where they can serve their own best interests and employ their talents most usefully may well change. The important consideration is that pupils begin to do purposeful thinking on what they are going to make of their lives. Vocational guidance substitutes thoughtful planning for drifting and incidentally adds vitality to school work.

Many people have an idea that in some mysterious way we can look into the future, determine what each child should be, and prepare him specifically for that ultimate end. This is a false conception, unsupported by psychology and contrary to the principles of democracy. Vocational guidance, properly conceived, organizes school work so that the pupil may be helped to discover his own capacities, aptitudes, and interests, may learn about the character and conditions of occu-

pational life, and may himself arrive at an intelligent vocational decision. In other words, vocational guidance, while not ignoring the proper functions of personal counsel, emphasizes vocational decision by, rather than for, the pupil and prefers to ascertain his capacities, aptitudes, and interests through, rather than before, contacts with vocational activities. Since we can not look into the future, we must attempt to prepare young people so that they can make each decision more wisely when the need for such decision arises. Therefore, vocational guidance, rightly conceived, does not involve deciding for young people what occupation they should follow, nor projecting them into life's work at the earliest possible moment, nor classifying them prematurely by any system of analysis.

Advice given by commercial agencies, or by persons or organizations or schools lacking sound educational philosophy and the social perspective necessary to conserve the interests of democracy, is neither safe nor adequate.

The school must teach the youth not only how to adjust himself to his environment, but also how to change that environment when the need arises. Guidance that helps only a few individuals to succeed might produce a competitive system even more relentless than that of the present day. Vocational guidance should help in bringing about a co-operative solution of the problems of economic and social life, and should help the largest possible number of individuals.

If wisely directed, vocational guidance will greatly improve the schools themselves by making them more responsive to the social and economic needs of the pupils and of society.

VOCATIONAL GUIDANCE IN THE HOME

By William Byron Forbush

§1. THE PROBLEM

Our Young Are so Ignorant

The greatest carelessness is shown in life's two most important decisions, the choice of a wife and the choice of a calling. In the first the good Lord usually saves us by giving us better than we deserve. But more parlous is the case of the boy whose relation to a vocation is not so much a choice as an elopement.

What sadder tragedy is there than the unhappiness of a misfit life?

The subject of a vocational guidance can not be kept out of the home. Whether human life be interpreted as a career or a mission, no parent is adequately teaching the art of living unless he knows how to guide the eager young souls that are trying to find out how to prepare and what to do.

For our young people are eager. A few months ago I visited four middle-western high schools. After giving the so-called "inspirational address" in the morning it occurred to me to seek the opportunity to meet such boys in personal conference as would care to do so. They were encouraged to broach any topic whatever in which they were interested. During the four days I talked with one hundred and ten boys. Of these one hundred and nine asked: "What shall I do when I become a man?" Or, "How shall I get ready?" There is probably no other subject that so deeply concerns a boy or girl during the last two years of high-school as this one of the choice of a calling.

But do we realize the difficulties that our young people face, which cause them to be so anxious for counsel?

In the first place, what do most of them know of the range of worthwhile work in the world? In a certain county seat of 4,000 people, 175 years old, a fine Quaker town, the only industries are a cheese factory and a spoke factory. Neither employ American labor. Aside from the lawyer, the cobbler, the grocer, and the teacher—the standard occupations—this is the vocational outlook of a whole town of the finest young people.

Do most of us adults know much more? If a boy, in an hour of confidence, asks his father what he shall do in the future, does not that father usually look wise and say, "Well, my boy, whatever you do, don't go into what I did. It isn't what it used to be." Which is very well so far as it goes, but it does not give much positive direction. Most of us know no calling but our own.

What do boys and girls know of the opportunities and requirements of any specific vocation? Go anywhere, and ask the boys, and you will find that more will specify "engineering" as their choice than any other one field. This is so noteworthy that two or three years ago a sort of census was taken of the interests and opportunities of various kinds of engineering in Wisconsin. It was discovered that more boys were planning to become engineers in that State during the next five years

than Wisconsin could use in the next one hundred years! "What shall I tell the boys?" I asked the professor of engineering physics in a great State university. "Shall I say that there is no more room for engineers?" "By no means," he replied. "There is little room for the short-course graduate, except to lug chain and make blue-prints. Tell the boys that if one will go through a classical college and a good engineering school and then take two or three years' in a great plant, if he has brains and patience, he will become one of the world's leaders." Such are the new demands and the challenging opportunities of just one of our great professions.

Many boys and girls do not know what an honest day's work is like, or what it means to earn a dollar. They see their future in terms of achievement and fortune, not in terms of sweat and dirt and fortitude.

Difficulties of Individual Measurement

Most of all, the young people do not know themselves. Some over-estimate, some under-estimate their own abilities. Some are entirely astray in discovering their best and most practical talents. The lure of good clothes, the influence of companions, the easy opportunities to imitate one's father, the fatal facility of earning money just now easily, all tend to distract the boy or girl from an independent self-measurement. Not many of them have the foresight to visualize whether they will be contented with the day's work and reward in a calling twenty years from now.

Nothing is more difficult for a friend of youth than to make accurate measurement of the individual. We can test how much a boy knows, but not how much he *cares*. We can find out whether he is color-blind, but may forget to discover how much he loves his grandmother. It is easier to examine his machinery than to judge his motive-power.

Business men are not so helpful to the mother-counselor as we would wish. Their monologues too often consist in self-pattings on the back. Few men know how to analyze their own success. They do not even know what they require in an employee. A recent tabulation of requirements for a certain occupation for girls, made by employers themselves, resulted in such an indefinite statement that fourteen different vocations answered the purpose equally well. These ranged from stenographer to mother, and from nurse to cashier!

Who are we amateurs then to assume so prodigious and delicate a task as to assist in the assignment of a human life? It may encourage us a bit to be told that the professors are as humble, and sometimes as indefinite, as ourselves. They emit more thunder than lightning. Certain facts, however, are emerging, and certain lines of action are proving hopeful.

§2. HOW TO WORK OUT THE PROBLEM

We need to know what are the methods of vocational guidance already in use. Most of these are described fully in Hollingworth's "Vocational Psychology," a book of excellent spirit, most useful to those who will read further in the subject. Some of these methods are unscientific, some are scientific, some are purely practical.

Of the unscientific methods we must name clairvoyance and palmistry. ("Long, slim hands denote the successful gambler," etc.) These methods are conscienceless and untrustworthy.

Phrenology must be ranked as unscientific. One cannot tell by cranial measurements whether it is the skull of a genius or a gorilla. Complexity of the brain, not the size or shape of the brain-case, is what registers ability.

Recommendations from teachers, friends, and employers must also be regarded as unscientific. They have been called "impressionistic prejudices." They judge energy better than they do adaptability. They leave out the things that superintendents and foremen wish to know.

Two methods are being presented at the present time. School marks are one. High marks in school prophesy high marks in college, and the first fourth of a college class has a chance of success in life equal to all the rest of the class put together. By this use, marks are somewhat of a measure of the exceptional boy or girl, but tell nothing of the quiet average. The best use of marks is as a life-record of aptitudes and abilities. At this point a good deal of assistance may be expected from the school. Not only are the schools beginning to set aside experts, called "vocational guides" or teachers, and establishing courses giving some glimpses of certain callings, called "pre-vocational schools," but they possess special records and knowledge that they are glad to share with parents. While the schoolmen themselves are free to grant that many marking systems are faulty, still a continuous record, year by year, that showed that a child never had and has not to-day any aptitude for mathematics, for instance, would certainly be of considerable import if such a child were interested in a vocation in which advanced mathematics were the requisite. More than this, a teacher or a succession of teachers are in possession of something even more valuable than the knowledge of a scholastic record; they know the boy's spirit, his enthusiasms, the things that arouse his animation and activity. These mean more than his written

record, because, given a purpose big enough, the child will often conquer what have seemed his disabilities, since "out of the heart are the issues of life."

The other method of enlightenment is not scientific, but nothing has yet superseded it—the method of trial-and-proof, guarded so as to make it as little expensive of time and energy as possible. Here comes the value of after-school and vacation employment, of careful visits with father or mother to industries and offices and stores, of interviews with men and women who have succeeded or young men and women who are striving for success.

Our conclusion is that the parent will be very slow to assign any child to a particular vocation. We must discard the "niche theory," that there is a special place for each individual. Most folks will fit several places quite well. Present ability is not always widely prophetic. Because a high-school boy makes $100 a month selling papers does not prove that he will make a good doctor. Ability is not so elastically transferable. On the other hand, certain positive traits counterbalance certain defects. The lad who annoys by his inaccuracy may make up for it, in his own field, by his wonderful ability to get along with a whole office-force. The very fact that our young people are so desirous to be helped, so timid and so docile, should warn us against becoming the dictators of the future of any one of them.

Two great services which parents can render are:

First, we can continually hold up large ideals of life and of success. Constantly counsel the child to aim for the highest. Express confidence in his ambitions and abilities. In discussing his future, talk not only of the material but the spiritual side of success. Is the purpose of a vocation to enjoy life or to find life? What else is there in a vocation besides money?

So long as the specific capacity is undetermined, our best opportunity is to insist upon the most thorough general preparation that we can give or induce the child to receive.

Our children are so restless about leaving school. They are tired of study or do not see any purpose in the curriculum. They are attracted by the immediate income or the glamour of being downtown. They are deceived by the temporary or flashy success of some chum who has already left school. Every parent should keep in close touch with the high-school principal and the superintendent of schools, so as to know to what the educational openings in one's city do really lead. He should keep himself stocked with catalogs of colleges and schools of technology. He should be a walking dictionary of what trade-schools and apprenticeships offer. He ought to have at his tongue's end some convincing figures as to the money-value of training.

I often put it to young people this way: Once two young men decided to put up office-buildings in their native town. Each decided that a four-storey building should be about right. One dug the usual foundation. The other looked ahead; he went clear ahead down to bed-rock, he dug as far down as he intended to build up, and he, too, put up a four-storey building. The first man had his building rented before the second got his cellar dug. But ten years later the town boomed. The first man went to his architect, and said, "I would like to add a little to my office-building." "Sorry," said the builder, "but your foundation won't stand it." The other told his architect, "Now I am ready to build." "Go as far as you like," was the reply. "You have a foundation that will hold twenty storeys."

You can not wholly measure the effectiveness of a life until you come to the years when foundations begin to count.

WANTED—THE RIGHT JOB FOR YOUR BOY

By William A. McKeever, LL.D.

How can parents so direct their sons during the period of development that the latter may come easily and freely into the life occupation for which nature most nearly fitted them?

One father of two boys of high-school age says, "If you will successfully answer this question, you will have solved one of the most important problems of our time." Another reports, "The remainder of life will seem easy after I have successfully aided my three children in finding satisfactory vocations." A third replies, "I give it up. My two boys, fifteen and seventeen, are not interested in anything except having a good time. So far, I have not been able to get them to stick to anything, even for a week."

§2. HAVE HIM BEGIN AT THE BOTTOM

If, in planning the son's vocation, the parents will begin early and lay a solid foundation in hard

work and plenty of it, together with an ample amount of play and recreation to make a nicely balanced schedule, the task of guiding the boy into a successful career will become much easier. If, moreover, during this period of training in work, the boy be allowed to hear less said about the possibility of his securing a position of ease and superiority, and more about *the necessity of his beginning at the bottom and climbing upward by means of his own work and worth and efforts,* the foregoing problem will be rendered still easier of solution.

We are living in an age remarkable for its rapid reconstruction of all industrial affairs. The so-called learned professions, once sought, as matters of course, by all young men aspiring to become gentlemen and scholars, are now waning in significance before the many splendid vocations open to the well-educated young captain of industry. All these affairs are constantly calling for young men trained in head and heart and hand to keep them going. Scholarly farmers and stock-growers and carpenters and iron-workers and engineers' assistants and the like are what our industrial age is in greatest need of, and it is high time that parents view this situation aright and prepare their sons to meet it. The public school, too, will wake up some day and give the early hand-training demanded by the nature of the child, in equal amount with the head and heart training now being given. So the old definition of culture, as "something every gentleman should know," is about to be superseded in this country by one which includes, among other things, a personal knowledge of how to perform, persistently and efficiently, some kind of practical work. And such culture makes life seem worth while, for it gives one a sense of power over the obstacles that would beset his way.

§3. WORK AS PREPARATION

THE PARENTS interrogated on this subject have maintained, almost without exception, that training boys to work is one of the indispensable steps in their preparation for a vocation. Some plain, matter-of-fact parents have gone so far as to hold that if a boy should be put through a common-school course and thoroughly trained to work and save, he will naturally find the occupation that suits him. Some testimonials follow:

A Retired Farmer: "We have five sons, all doing well, but they all left the farm when they were able to support themselves. We simply trained them to work and to be honest and frugal. They all had some high-school instruction, but only two of them finished the course. I did not try to hold them on the farm, but often urged them not to enter upon a vocation unless they felt called to it."

A Physician: "One of my sons is a grain merchant and the other is in a Government position in Washington and both are doing as well as can be desired. They were brought up in town, but were kept off the streets and were taught to work when mere children. From the time they were eight years old, I saw that they had some steady work every day, even if I had to require them to move some lumber or brick from one side of the lot to the other, merely to keep them employed. Both went through college and partly paid their own way."

A Mother: "My husband was always away, so I had nearly all of the responsibility of training the children in the home. We have three boys and two girls and every one is a worker. The oldest boy is twenty-five, and has paid his own way through high school and college and partly through the Theological Seminary. The second boy is twenty, and is a natural printer, as we discovered after trying two or three other things. The oldest of the girls is twenty-two and is well married. Yes, I think their ability to work has been one of the greatest of their virtues."

An Aged Minister: "You cannot develop strength of character in a boy, or prepare him for a vocation, unless you teach him to work. My three sons are well-to-do, prosperous men. Other people may have expected them to be better than ordinary boys, but I did not. Two things I have always required of them, however, and these were strict obedience and plenty of wholesome work. Their mother was a woman of strong character and knew how to manage them. They seemed to find their occupations somewhat naturally, after they had drifted about for a while, as successful young men often do before settling down."

§4. MORAL TRAINING MUST ACCOMPANY VOCATIONAL TRAINING

MORAL and vocational training go hand in hand. The boy who is not schooled in right training and right thinking is already on the road to business failure. The secret of the rise of the ordinary wage-earner to a position of high responsibility lies in the fact of his being able to think persistently, and to formulate for himself an ideal toward which his best effort is a matter of growth—the thing that develops and shapes itself in relation to his experience and training. He must be talked to on the subject of his life purpose, even though that be for a time of a

juvenile character, and at length he will become thoroughly imbued with a clear, practical ideal, so dynamic in its nature that this realization is merely the operation of one of the great laws of the human mind. After this point is reached, the young worker will gradually learn to feel that his life is in a certain sense divinely ordered, for it will offer a satisfactory response to his high aspirations, and he will then tend to become a strong moral force in the home environment.

The country is strewn with wrecks of men whose parents started them in business for which they had no adequate training or instinctive liking. As a result, the father is usually forced to perform the office of receiver and take over both the business and the boy himself. As a final outcome, the young man tends to lose his self-confidence and self-respect. All thoughtful advisers will say, let the boy have time to prove his ability and his enthusiastic interest in a vocation of his own choice, before backing him financially, and then assist him to the extent that your means and good judgment will allow. But consider well before depriving him of the undoubted satisfaction of having started himself in business without any financial assistance.

§5. LET HIM TRY HIMSELF OUT

WATCH your boy grow. No two are exactly alike, yet there are certain rules of guidance that will apply to practically all. There will appear during the period of growth many interests and some aptitudes that are transitory, while a few of each will show forth permanently. The five-year-old who plays eagerly with a hammer and saw is not necessarily predestined to a mechanical pursuit, nor the one who scribbles much with a pencil, to that of an artist. The normal boy will manifest in turn a very active interest in a hundred and one such matters when allowed the opportunity.

Then give the boy every possible occasion, both by work and play, to show what there is in him. Variety is the watchword here. One boy might have special aptitude for a mechanical pursuit, another for farming, and yet neither ever find his proper place, simply because his early environment prevented him from getting in touch with the materials and experiences necessary to awaken such special aptitude. And so each perhaps drifts by force of circumstances into the position of a third-rate mechanic. Even after the boy's keenest interest in a vocation has apparently come to the surface, take care not to indulge it too rapidly and to the hindrance of his general education.

A Traveling Salesman reports: "For many years our oldest boy was a puzzle to us. At fourteen he ran away from home, but was safe back in three days. Shortly after that, we placed him in a military academy, but he did little good there. He would work well and willingly during vacation, but without evidence of particular interest in what he did. Finally, he went into the high school, and about the middle of his second year became all at once deeply interested in mechanical drawing. We took this as a cue and sent the boy to college, where in due time he finished an architectural course. To-day, at the age of twenty-seven, he is doing a big business in the city and has three other architects under him."

Some boys will show clearly a predilection in early childhood for some definite line of work and will follow that inclination throughout a successful life, without wavering. Others of greater versatility will try in turn half a dozen occupations until they tire of them all. There are early maturing varieties and later ones. It sometimes requires twenty-five years or more for the young man to discover his best latent ability, notwithstanding the assistance he may have in the matter. Many parents worry unnecessarily about the boy's future at this time and exert undue pressure to force their son into some kind of business, and thus drive him from home and, perhaps forever, cut him off from his best possibilities of a successful life. Give such a youth time to grow. Preserve a close friendship with him, express your confidence in him, and otherwise show in his presence that you are certain he will in time develop into a good man with a righteous purpose in life. And surely enough, he will later rise up with might and determination, in response to inner nerve-growths and new features of his environments, and will assert himself most persistently in the direction of some useful occupation. Then, all you will need to do is to get out of his way and give him your blessing.

§6. SUMMARY

Finally, to summarize the whole story, study your boy; give him every opportunity to show what there is in him by providing plenty of wholesome work and strenuous play. Teach him to work persistently and with a purpose. Pay him reasonably for what he does, and train him to save. Put him through the grammar school by all means, and high school if you can. Allow for a period of indifference to the business of the world, and also expect him to show more or less variableness and turning aside in the choice of a vocation. Do not force or resist him to the point of straining the close tie of friendship and affection between him and yourself. Await with

patience the awakening of his vocational aspiration, indicating all the while your belief that such an event will certainly come to pass. And sometime may you have the exceeding great joy of knowing how really much worth while it has all been.

A HOME OR A CAREER*

By Mary Roberts Rinehart

More than any country in the world, America has based her ideals on the home. The home is the American unit. But existence the earth over is built on what to each individual is that sanctuary behind whose closed doors or dropped tent flap the family life goes on. Inside the home always has been the family—the man, the woman, and the child. The man went out and killed or labored and earned, depending on his period and his environment, and the woman made the home, bore the children, and tended them.

But with the development of time certain things happened to the woman. Owing to her lack of participation in wars and in industries subject to accident, owing, too, to her greater life persistence, she began to outnumber the men, and to a certain number of women there was no mate, no home of his making, no children. Time went on, and women learned to read and to think. And much that they read was the gospel of work. Then, time still going on, they came to a mechanical age and much of their old-time home labor was taken from them. As reading had set their minds free, so machinery liberated their bodies. In a few decades they found taken from them their age-old activities of the loom and the wheel, the kettle and the needle. Even the training and education of their children largely passed into the care of the state.

But women were labor trained. To only a small percentage was leisure a normal condition. Small wonder that they began to look outside the walls of home for an outlet for their energies. To those who were already married, but who found their old fields closed, there were limitations to their search for useful activity, and in the end many succumbed. So we have to-day the much-maligned parasite woman, a product of her age, an unhappy survival of a system she was not strong enough to fight.

Nevertheless, the first emergence of women from the home was a forced one. It was forced by the necessity to earn, and by that excess of women over men which left a margin of women unmated. It has extended, however, far beyond this. Brought about sometimes by necessity, but often by an urge from within, the exodus of women from the shelter of home has become a world movement, seen with alarm by many and with hope by a few. To the alarmist it is full of danger to the state; he believes that it threatens childbearing and the home, that it is vast, selfish, and egoistic; a form of sex warfare. To the understanding, it threatens little and promises much.

To-day what does the normal woman want? A home or a career? Love or fame? Children or liberty and independence?

Youth passes through several phases, and the desire for liberty is one of them. Bear in mind that this woman movement is one of youth. It is only in full maturity that there comes the call of the hearth, the need of a steady hand to clasp, the desire for peace and stability.

When, as is the case now, that cry for freedom takes the form of a wish for useful activity, that activity becomes a safe outlet for energy. With no outlet, it may become neurotic or erotic. At its best it leads to an emphasis on wrong things, on dress and play, and romantic love adventure. But, ignorant of this, the older generation is filled with fears. It sits like the parent bird on a branch and twitters with excitement and anxiety as the fledglings try their wings. Can they fly? Will the cat get them?

Between the age when a little girl leaves her dolls to her maturity of, say, twenty, there is a difficult period. It is the period of waiting. With every fiber of her intense young nature she wants to be grown up. Her eyes set ahead; she goes through her waiting period in a sort of trance of anticipation, generally concealed. For lack of legitimate outlet her mind turns in on herself. She dreams. She reads romances. She often haunts moving-picture theaters, because there she may see her dreams come true. It is normal and legitimate, but it lays too much emphasis on her love life. Important and fundamental as it is, love is not all of life.

Perhaps she has had some subconscious recognition of this. Certainly the movement into business, the arts, and industry is not solely a

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move toward freedom. It is probably a complex, as most woman movements are; a complex of a desire for independence, of personal ambition, of seeing the world, of escaping uncongenial home duties, of necessity sometimes, and of preparing against a possible unmated future. She does not know all this. She will say "she wants to make her own money," or that "she likes the office better than housework," or that "the children at home set her crazy."

That, of course, is in business. The woman in the arts—the stage, music, painting, sculpture, or writing—has a different urge, and that is the creative one. She has personal ambition, too, the desire for a career. Generally speaking, she is not marking time until marriage. Marriage may come, but her goal is success and achievement. And because she sets that first, she often fails as a home maker. Were her numbers greater, she would be a distinct danger to the state, for her path too often leads away from the home and the child, not toward it. As it is, she has her own place; she gives of her art and of herself. And sometimes, with a strong body and by much labor to conciliate the two, she can have both the hearth and the career.

But that conciliation is difficult. It can only be achieved by building the career on the firm foundation of the home, and never the other way about. When there is a concession to be made, that concession must favor the family life. It is difficult, but it pays in the end.

The truth about marriage is that it can never be secondarily important in a woman's life. When she attempts to make it so, it fails. It is this attempt to make it secondary that leads to the numbers of divorces among artistic and professional people, and not a different and looser standard of morality.

The time comes to every woman when the applause of the multitude means nothing, and what counts in her life is her close human relationships. When she leaves the rostrum or the stage or her fought-for place in some niche of fame and turns to face the years ahead, it is not what of success lies behind her that counts then, but what lies ahead, of love and friendliness, the santuary of home, of the closed door, and the family group.

Not so long ago the thoughtful young woman, reaching her late teens or early twenties, found herself facing two possibilities. She could marry, or she could remain in her father's house. She preferred marriage usually, even without love, because she had seen what happened to the unmarried daughter who remained at home; her gradual assumption of the burdens of the family life, her slow fading, her financial dependence. She had seen her left high and dry as time went on.

The tragedy of these shipwrecked lives was before her in almost every family. Almost every group had its pathetic dependent survivals. The second generation grew up about them, and Aunt Kate's or Cousin Margaret's spinsterhood was first a jest and then a burden to it. It often inherited her, and she became the family pensioner, darning stockings for other people's children, tending and nursing them, lavishing on them a vicarious maternity not often returned with love.

So the thoughtful young woman chose marriage. When she married for love she met the usual lot of womankind, went through her period of readjustment, through sickness and health, through happiness and care. But she was living her normal woman life. She did not worry about "expressing" herself, for she did that in her children and her home.

For the girl who found conditions at home intolerable, there were two courses open. She might marry without love, or she might do something which her family resented even when conditions forced her to accept it. She might go out and earn her living.

It is odd now to remember the attitude of society up to a short time ago as to the earning woman. And the attitude of society, after all, was merely the collective view of the families themselves. The family pride suffered. It reflected on the pride of the masculine portion of it, as indicating their failure to support their womankind. It reflected on the generosity of the prosperously married daughters. By some strange survival of the idea of aristocracy, an idea which our early settler had fled to America to escape, only certain kinds of earning were possible for men and none at all for women.

A woman, then, had four actual choices at the best: To marry for love; to marry without love; to stay at home and exhaust herself in family service, only to find herself "on the branch" later on; or valiantly to defy public opinion and the family pride, and to go out and earn.

She has the same division of opportunity today, but with this great difference: She need no longer marry without love for a home; and she loses nothing, but rather gains, by going out to earn her living. We are seeing the passing of the Aunt Kates and Cousin Margarets, the patient bearers of other women's burdens, the unwanted dependents. We shall miss them, as we always miss those who give lavishly and without cost to us. And their passing is painful to them. They were born too soon. Around them they see growing up a new generation of girls, trained to earn, if

necessity arises, facing sturdy and independent middle age, ready to marry if marriage is prepared to fulfill their demands on it, but not forced into marriage to avoid the lot of the family spinster.

My mail is filled with letters from women who have sacrificed themselves for years to their families, who have lived their secluded and sometimes dreary lives, their horizon limited to the four walls of the family home. With the gradual disintegration of the family they find themselves alone and unneeded. What can they do, they ask?

And behind that pathetic phrase lies, not any fault of the woman herself, but wrong traditions, wrong teaching, wrong family pride and often a wrong sense of security. This last is particularly important. A great many of these women must earn somehow and have had no training whatever. A past false sense of security, a failure to recognize that to-day's prosperity may mean to-morrow's hard times, lies behind every one of these wistful, anxious-eyed survivals of the old system of enforced dependence for women.

Every young girl in the country to-day should be taught to be self-supporting, to do one thing well enough to earn by it when the necessity comes. We shelter and guard our girls in their early years, and then with unimaginable cruelty leave them to fight the battles of life without a weapon.

The field is limitless. Our hospitals have never enough probationers. Librarians, secretaries, stenographers, teachers, workers in the professions and the arts, all are needed and will be increasingly needed. Teach them a trade, to sew, to run a lathe, to trim hats. Teach them anything, but teach them one thing well.

§2. MEN STILL LEARNING ABOUT WOMEN

A CURIOUS argument against the entrance of women into the economic world is that it will eventually make them less feminine. That depends on one's idea of what is feminine. We have not yet got entirely away from the Victorian idea of the languishing female, full of airs and affectations, artificial, dependent, and sickeningly romantic. This ideal was a masculine one, and the young woman of that period did what women have done time out of mind—she adapted herself to it. When the life of men changed, and sports came to the front, men discovered that they wanted women with them in their bicycling, their riding, golf, and tennis, and we had and still have the athletic girl.

But that is a matter of type. Men to-day are learning things they did not know about women, and as they learn their prejudice against the so-called new woman dies. They are learning that a woman is no less a mate for being a better comrade; that intelligence and its aplication may be developed in the business world by women and carried into the home; that every pretty woman is not stupid; that it is not shameful to have a wife an earner, so long as she makes a home; that women are not unsexed by having thrown down the wall of pretense that men have built around them; that the home is not threatened, if they will do their part; and that, if they have been working to their maximum, they have nothing to fear from competition by women in the business world.

This last fact will bear thinking over, because it is true that women, bringing freshness and enthusiasm to their work, will forge ahead of the business slacker. But it is also true that they have no desire as a sex to forge ahead. The ideal of the woman to-day is a companionable, shoulder-to-shoulder, side-by-side attitude. She has been behind, she is catching up, but she does not want to go ahead.

For that way, she knows, lies calamity. She does not want to look back at her man or down on him. She wants with every atom of her to look ahead or up. But she no longer grants him superiority for his bland assumption of it. He will have to prove it to her.

§3. THE MOTHER INSTINCT REMAINS

NOT A career, not the desk, nor the office, nor the political platform can alter in one iota the woman's mating and mother instinct. Over it the girl who finds no proper mate may build a defensive armor of indifference, of masculinity, even of hatred for men. She may bury her primal instincts so deeply that she does not know that they are there. But if she is born woman, she is born mate and childbearer.

It is not on the woman herself, then, that the new change in her status will operate, but on her relation to that basis of family life, the home. Temporarily, she has left it in hundreds of thousands, and the movement has only commenced. Will she go back to it when marriage offers? Will she stay there, once married? What change will her new knowledge that she can support herself make in the marriage relation?

Her place in the earning world is established. The government report on women in war industries showed them doing even heavy manual labor

in mills satisfactorily. They ran and still run complicated machinery.

The very fact that the earning woman has come to stay, however, opens up a serious issue. Where her necessity to earn is as great as a man's, she must have an open competitive field. But in times of unemployment, other things being equal, necessity to earn must be the governing condition. Fortunately, our continued growth will eventually enable us to assimilate our entire working population, unless we allow unlimited immigration to interfere.

It is not, then, our economic life that is threatened, but there is a distinct danger to our home life. Marriage and child-bearing are fundamental in normal woman psychology, but home-*making* in the best sense of the word is acquired. And it is the home that determines the health, the moral standards and generally speaking the quality of the coming generation. If, when the girl who has been earning marries, she puts into her home the same effort and intelligence she puts into business, she has a great advantage over the hitherto sheltered young woman. But it is not so much this element as the desire to continue to earn after marriage which may endanger the home.

Economic freedom is like any other sort of freedom. It goes to the head at first. To continue to earn after marriage when it is necessary, is a fine thing. To continue to earn, without necessity, when that means to avoid having children, to live in a boarding house or an indifferently kept home, is another—individually bad and nationally bad.

The home must be first. There are too many substitutes for homes already, poor makeshifts that are shelters only and not sanctuaries. The primal instinct of the herd drives us together into cramped cities, and removes from us our normal outlets of garden and the outdoors, of children and dogs and country roads and neighborliness. For them we substitute our artificial pleasures, costly and unsatisfying. And then, looking about for a reason for the passing of the home spirit, we blame our women.

It is often not that women have left their homes, but that they have lost them.

§4. TWO VIEWPOINTS OF THE NEW CONDITION

On the girl herself the effect of her entrance into the earning world, provided her health is not affected, is generally good. Going out too early, she loses her only playtime, and that is to be deplored. But she gains a great deal, discipline and order, a wider knowledge of men and often of affairs, and a fine sense of making her own way.

It will not prevent her marrying, but it will change her attitude toward marriage somewhat. She will be more likely to marry because she wants to, and not because she has to. She will probably demand certain things in men that her more sheltered sister might hope for, but seldom exacts, and ask them either tacitly or with the directness she has so newly learned.

She has been in contact with men in her business life. She divides them roughly into two classes, decent fellows and rotters, and she doesn't want a rotter. She thinks that she can tell, too. And she has acquired a money sense, at least to a greater degree than the girl in the home. She is quite likely to revolutionize that strange domestic system by which a man sometimes grudgingly deals out bit by bit the household money to his wife, and insist on her partnership share.

The attitude of women toward their new status is calm and unexcited. Women have always labored. The difference is that now they labor for pay. It is the men of the country who view the situation with alarm, who prophesy the vanishing of the home and the development of a nation of Amazons.

But back of this resentment on the part of many men toward earning by womankind is an ancient sex-pride—a not unworthy pride, save that it may stultify the woman in its maintaining. It is not so much the readjustment of women to their new opportunities as of men to women under the new circumstances that is important. Just now they are frightened and apprehensive.

A young civil engineer borrowed a sum of money from his employer and returned it unexpectedly soon.

"But look here, Smith," said the employer, "I thought you didn't expect to do this until next summer."

"Well, I didn't," he said in a surly tone. "I—I'd tell you how I did it, but I'm ashamed to."

He got to thinking the matter over, however, and later on he went back to the office.

"I didn't intend to be rude, sir," he said. "The fact is, my wife knew I was getting behind, and she's been selling books. It makes me feel like a yellow dog."

Understandable, yes. But here are the two almost irreconcilable viewpoints of the new conditions—the man hurt in his fine pride of supporting his wife and sheltering her, and the woman seeing him fall behind and eager to labor and to help. But there is this difference in this instance: the man's pride was selfish. Behind his hurt was his vanity. And the woman's pride was the pride

of being helpful, the pride of service. Which of the two will survive?

§5. THE ARTIFICIAL IDOL MUST GO

So we face the new conditions and try to readjust ourselves to them: The cry for liberty that is the call of youth; the passing of the idea that to save our girls we need only to shelter them; the underlying sex element which means the survival of marriage, but the lack of complete dependence on it which places it on a sounder basis than before; the danger of economic competition to the masculine "slacker"; and the fact that the movement away from the home must also be one back to it, to preserve us as a nation and as a race.

But we must face, still further, this essential to a restoration of order and to the establishment of the relations between the new type of woman and the slower readjusting man. The adapting cannot all be done by women. Men too must face the new conditions. Some of them still retain a hopeless hostility to them. Let them tear down and destroy the artificial idol of their own building, and instead of that let them look level-eyed into the face of the woman of to-day.

SCHOOL WORK AT HOME

THE HOME-SCHOOL

By Mrs. Bertha Payne Newell

Many mothers are so situated that it is not possible to send their five or six-year-old children to school; others do not think it best to put them quite so early into the routine of school. For those who wish to teach them at home the following suggestions may be helpful:

Let us suppose, first, that you are a busy woman, skilled in cookery and taking an active oversight of all your housework, if not doing it yourself. It is hard to conceive of a better chance for a child to learn and to do than as the companion of your busy hours.

The greater the variety of your household tasks, the wider the opportunity for your children to learn from you by sharing them, for feeling the responsibility of their part in making the wheels turn smoothly. They get a steadiness of hand and eye that comes only through effort directed to definite, practical work.

Of course children weary of doing the same thing again and again, yet if it is something that must be done, the sooner it is made to "go of itself" the better for the child. Aside from that consideration, it is good for them to change work and to progress from one form to another, until they have made the rounds of what they can do.

The study of the science, or meaning, underneath each particular kind of work can come incidentally, as they ask you questions, or as you ask them questions. "Why do you suppose we have to beat the eggs for cake?" "See what the soda does to the sour milk." "Now try it in this cup of molasses, put it in the bowl quick, it's running over." "My, how that fizzed! What makes it do that?" These are samples of the questions that we mothers have to answer wide-awake children. If you can't answer them, any good cooking-school cook-book, or bulletin from your State department of domestic science will equip you with most of the fundamental facts you should know.

If you have time, the cooking-lesson may be in an hour set apart for it; and with it there can be a number-lesson in measurement, and a reading-and-writing lesson based on reading and writing the recipe.

§2. PREPARATION OF FOOD

Cookery is the art of applying heat to food materials. We shall add to this other necessary activities, as:

Gathering food from the garden.

Buying from farmer's wagon or market.

Washing, as for radishes, lettuce, potatoes, etc.

Peeling and scraping, as for apples, beets, celery, etc.

Shelling peas and beans.

Soaking dried fruits and vegetables.

Drying fruits and vegetables.

§3. FACTS FOR THE MOTHER TO KEEP IN MIND*

Cooking breaks up tough fibers and cell walls, rendering vegetable and animal tissue fit for mastication and digestion. The cellulose in root-vegetables needs thorough cooking, as a rule, in hot water from the start.

Starchy foods, such as potato and rice, must be heated hot enough and long enough to swell and burst the grains. Water must be boiling; how can the children know when it is at boiling-point? (Whole body of water set in motion by welling bubbles. Dairy thermometer tests at 212°.)

Good examples for children to try are cornstarch pudding and any cereal.

Proteins.—Meat and eggs are the chief examples. Why does egg-white grow opaque and harden in hot water? Cut beef in small pieces

*Compare this section with "Mother's Cooking School," on page 213 of volume 6 of The Home University Bookshelf.

for beef-tea, press out juice, put into cold water, and gradually increase heat, but not to boiling point. Let children note changes in red juice. Tell them the particles are like white of egg. Notice toughness of meat. Take out and cook slowly in fresh water till tender. The best part of meat is the red juice that curdled.

Fats.—These are not good for purposes of experimenting in cooking for children, but they can get acquainted with some of their properties in cream and butter.

Let two quarts of milk stand until sour, let children skim cream, taste it and the milk, put cream in a fruit jar, seal and shake until butter comes. A small glass churn or cream-whip is better than the jar. Show them how to gather the butter, press out buttermilk, salt, and serve.

§4. FACTS TO BE NOTED IN DRYING FRUITS AND VEGETABLES

Sometimes, when drying apples, weigh the fresh fruit before paring and coring. Weigh again after. How much do you throw away of the original weight per pound? After drying, weigh again. How much is lost? What went out of the apple this time? Where did it go? Kettles boil dry. Hold a cold plate over the boiling kettle. Note the water-drops. (Also the laundry window on wash-day. Think of clothes on the line. Steaming sidewalks.)

When cooking the apples, weeks later, recall the phenomena of evaporation and loss of weight. What weight of water shall we need to put back to half a pound of apples? Refer to written record made of experiment. (For children at home, these records can sometimes be made in the form of letters written to some relative of matters that relate to their occupations.)

Solutions.—Both sugar and salt are good to focus attention to the change from solid to fluid. Both disappear, are lost in the water, "melt," we say. Will they ever harden again? Leave a saucer of saturated solution in a sunny window and note the result. Make rock-candy.

Jelly-making.—Apple and grape jelly are both easy and interesting to make. Let them pop the grapes out of their skins, noticing the translucence of the pulp, its beautiful veining, "like a picture of the mother-vine," one child said. Notice the coloring matter next the skin. Taste it. Let them watch the boiling and stirring; when it has been strained they can help measure the juice and the sugar, using the proportion you have found best. Equal parts give good results.

Cream Soups.—They are simple to make and highly recommended for children's diet. Corn, potato, tomato, and celery and pea and bean purées, are all possible. Putting the corn through a coarse food-grinder makes the skins easier to sift out. Let the children measure, mix, and tend under your direction, and sum up the process in as simple a recipe as you can formulate. Let them follow it, watching as you write it. Then let them write it in large script, to be saved in a large binder as a "cook-book."

While all this cooking is largely play to them, it contributes a sense of participating in something real, as well as a certain measure of "common sense" in practical affairs.

When occasion offers, let them contribute a dish of their own making, perhaps at a family birthday or Sunday-night supper, and let them occasionally have "parties," which consist of miniature tables set, served, and partaken of, without intervention of the grown-ups.

§5. HOUSEKEEPING

Sweeping.—Broom, floor-mop (dry), carpet-sweeper. Use of each. Why is it desirable not to raise a dust? Watch motes in a sunbeam after sweeping with broom. Contrast with sweeper and vacuum-cleaner.

Dusting.—Experiment with cloths of different fiber—wool, silk, and cotton. Which takes up dust best? Why is the oil-duster or slightly damp cloth so satisfactory?

Bed-making.—Two are better than one at the initial practice of this. It is hard for short arms. Opening windows and throwing back the bed-clothes before going to breakfast should be made a habit.

Tidying a Room.—This is one of the hardest tasks for a child with a slight sense of order. Have a place for each thing. Books should be returned to their places in shelves, papers and magazines sorted into piles, and scraps thrown in waste-basket. Few houses are built with any reference to the height of children. Certain shelves and hooks in halls and closets should be within reach of six-year-olds.

Serving the Table.—Let them learn and practice the proper way of taking up the plates, removing the meat and vegetables, brushing crumbs, and serving each individual.

Dish-washing.—One of the most despised and essential tasks. Study to find elements of interest; feel the smoothness and shine of clean dishes, note the beauty of soap-bubbles, and observe an orderly arrangement for washing, drying, and carrying away.

TYPES OF PRIMITIVE LIFE

By Mrs. Bertha Payne Newell

Certain fundamental needs of mankind were the levers that served to lift the race above savagery. To supply food more regularly than by the accidents of the chase led from the hunting to the shepherd life. The domestication of the goat and sheep furnished a supply of milk, butter, and cheese throughout the year, and gave to the people a control of certain arts unknown before.

When the wandering shepherd settled down to till the soil, he advanced still further in control over the forces and creatures of Nature. He conquered in a struggle with soil, heat, rain, and wind. He gained knowledge, practical shrewdness and wisdom in the lesson taught him in the struggle.

The advance from the cave to the tree-life, from both to the tent of skins, and from that to houses of wood, clay, and stone meant a constant process of discovery and invention forced upon mankind by the need of security. The advance from clothing of skins to that of spun and woven fiber meant the discovery and invention of tools and processes. Fire, that gift of the gods, became a servant of man in preparation of foods, building, and making the tools of agriculture and building.

As these problems of securing food, clothing, and shelter were the fundamental interests of primitive man, so they are of civilized man today. Solving these problems in different ways under different conditions is still the absorbing interest of mankind and is still furnishing the stone on which man whets his wits.

And so, both by inheritance and imitation, children prefer these interests in their play and work. We have seen this in the block-houses, the furnishings, and the doll-play of the kindergarten. Through these plays of home-making they feel themselves identified with the significant things in the larger world.

If your six-year-old has had the fun and the profit of making and furnishing doll-houses, it might be as well to drop imitations of the modern home for a time and turn to the homes and lives of people who have solved the questions of food, clothing, and shelter in different and simpler ways.

Examples full of color and movement are found in the American Indian, the African, the Eskimo, while the Samoan, Javanese, or Filipino would probably offer splendid possibilities. Or one might go still farther—to the remote life of the cave- and tree-man, which has been reconstructed for us by the researches and imaginative writings of archæologists and story-writers.

Through stories and pictures children can be put imaginatively in touch with the conditions of this savage life, with this advantage: The processes by which the savage solved his problems of food, clothing, and shelter were so simple that children can comprehend them, while our modern ones are in the main very complex. A child can almost rediscover and invent the tools of the savage.

An illustration from experience may serve to illustrate the hold these inventive plays have upon children and the determination with which they will push obstacles out of their way to attain their ends.

§2. HOW AN EXPERIMENT WORKED OUT

One year I intended making a village with the first-grade children. They made each a plan for his house, and while waiting for the pieces for floors, roofs, and sides to be cut at the mill, I proposed, merely as a little work to throw the features of our modern cottages into relief, that we go into the school-garden and see if we could make a house of what we found there, without any tools or "store supplies," just as savages must do in the jungle.

They gazed around blankly on the withered stalks, the bean-poles with their burden of clinging vines, the scattered squashes. Then their eyes fell on some huge canna leaves and a happy thought came. "Those things would do for a roof, if we put a lot together." "Yes, and those poles will make the walls."

They tugged the poles to a central place and worked away at a circular wall, thatched closely with leaves, that would not stay in place. The shelter was far from weather-proof. They were dissatisfied with it, and one spoke up: "I know just the thing to make a house of, just lots of bricks where they are tearing down the old Gym."

I protested that wild people in the woods wouldn't have bricks, but they waved me aside. "Play they are stones, then; I guess they had plenty of stones." I weakly capitulated, under the battery of their pleading for "a real house out of doors that we can all get into."

The next day the dignity of the campus was invaded by a strange procession—sixteen small children, accompanied by a woman who looked old enough to know better, each struggling under the burden of an armful of broken bricks.

The second day the same crew straggled across the green, pushing and hauling a motley array

of perambulators and express wagons, loaded to the breaking point with brick.

The story is too long to tell; the point is that the natural obstacles, or those thrown in the way by the teacher, were met with a self-confidence that did not stop short of ridicule of her stupid notion that mortar was a necessity, or when convinced by falling walls that they were not equal to making it, "Why not use clay? Clay would harden and stick the bricks together."

"Very well, find the clay."

Now the lake-shore soil was sandy. The modeling teacher was unwilling to give enough of her precious clay for this crude use. Digging deep turned up only more sand. The fallen walls looked discouraged, not so the children. James burst into the room one morning with the announcement that the men over by the park had dug a ditch six feet deep for the sewer, and "sure as anything, there's clay!"

We followed that damp, deep trench for blocks, but all our poking revealed only sandy earth. The building waited. Report came of a ditch *twenty* feet deep nearer the lake. We walked the mile, to be rewarded at last. All were pressed into service as carriers. Young-lady sisters, big brothers, appeared weighted down with baskets of the precious material.

It failed to stick, of course. But now a building was being begun on the campus, and from this we borrowed lime and so entered on the true way of making mortar. We modified our ambitious plans to building an outdoor oven, where we baked potatoes one cold November day.

I had proposed the experimental building as an afternoon lesson. They led me a chase in their desire to fulfill their common purpose—that grew out of the deep instinct for shelter-making. They battered down more obstacles than I have mentioned. They became a co-operating social unit, whereas they were an aggregation before. They had begun to build wildly, each fellow for himself. They discovered they must have a plan and selected a master-builder, who marked off a rectangle and assigned a group to each side. The walls wobbled on the uneven ground. "A trench is what we need!" A trench was dug, and then, when the walls still toppled, began the search for mortar.

It is a good illustration of a democracy in the school, as well as of the development of initiative, invention, discovery, and practical judgment—lessons not learned from books. What a joy teaching would be if we could get so forceful a motive back of all the children's work!

What is true of the class at school is true of the child at home. The thing he wants tremendously to achieve will carry him over hard problems, set his will to work, bring discoveries. Perhaps it is a question of a tent show in the backyard, or candy-making on a rainy day, going fishing, making a sled. To give them opportunity to carry out their dreams is one of the biggest things in education.

§3. THE INTEREST OF EARLY TYPES

Types of primitive homes show how people have adapted the material at hand to meet the needs of shelter. Indian life is nearest to us and most familiar. Good illustrations are found in volume 8 of the Bookshelf.

Let children imagine themselves far from stores and farms, in the woods, on the prairie, by streams, with only their hands to work with, What could they get to eat? Roots and berries? How to get meat? Shoot it? No rifles or cartridges. Tell about setting traps, snares, and pitfalls, and the use of bow and arrow.

Let them make bows and arrows, finding the kind of wood best fitted for each. Bow wood must be *tough* and *resilient,* arrows from *straight* twigs. Try twigs of willow, maple, oak, pine, ash. Review the study of trees of last year. Go to a carpenter shop or mill and get seasoned wood in strips for a real bow. Ash is good.

Get flint arrowheads, if possible. How were they made? Explain the theory of breaking a thin piece, then striking the thin edges with another piece of flint, until chipped into the desired shape.

Real wigwams can be made out of doors with branches and sacking. One, made of stout willow poles stuck in soft ground and slender twigs woven in and out around them, became a center for a whole summer of plays of adventure. A large boulder near the opening figured as a rock of defense. Picnic meals eaten in the tiny grove about it savored of wild life.

Show pictures of dug-outs and canoes. How could a log have been hollowed out without a steel tool? How was the tree cut down? Describe the slow process of wearing a ring about a tree trunk, deepening it at one side, until the tree fell. Tell of scraping a hollow in one side of the log with a flint tool, filling it with dry chips, setting it on fire and scraping away the charred wood until the inside was deep enough for a boat.

If birch trees do not grow in your locality, get some one to send you some strips of birch-bark. Indian canoes (miniature) can be bought at the summer resorts in Maine, Michigan, and Wisconsin. Mimic canoes can be made of tough

cream-colored paper. Decorate with crayon or water-colors.

When they are somewhat familiar with these features, let them make a scene on the sand-table showing woods, lake (glass imbedded), wigwam, and dolls dressed as Indians. Show campfire. Model dogs of clay.

They will enjoy some parts of Hiawatha, when they know something of Indian life. Read also "The American Indian Stories" in volume 3 of the BOOKSHELF.

The life of the Zuni Indians, the pueblo-dwellers of Arizona, is distinct from this tent-life and well worth study, for they live in houses perched on great tables of rock.

The pottery and basketry of these tribes will be an incentive to the children to work out more perfectly their own modeling of pots and jars and baskets. The decorations are beautifully done. The theory of most of these patterns is that originally they told a story, and then became just beautifying designs. The wave-like and zigzag lines were suggestive of running water, the swastika (four arms ending in a line at right angles to each) was the symbol of the four winds. The sun-symbol is very like that made by most little children.

The Eskimos.—The Winter in our Northern States brings conditions prevailing in Arctic regions close to the imagination. Here are some of the pictures we must make vivid in order to understand, in any measure, the daily life of the Eskimos.

In the long Arctic night the sun is not seen for months. Their world is lighted only by the stars and the wonderful Aurora-borealis. The intense cold of this Winter; the imperative need of warm clothing; the scarcity of any kind of plant life; the mantle of deep snow and ice that covers the ground, all these should be presented; and the children will ask questions such as these:

Of what do they build houses?

What do they eat?

What do they burn to cook with?

How do they warm their houses?

What do they wear?

The more you know of the subject the more vivid will be the word-pictures you will bring to the children. Get anything you can on Arctic life, beginning with the references in the BOOKSHELF, as found in the index volume under "Arctic," "Eskimo," "Iceberg," "Aurora-borealis," etc. Read "Children of the Cold,' by Schwatka; "Farthest North," by Nansen; or Mrs. Peary's book, "The Snow-Baby."

For the children, in addition to the material in the BOOKSHELF, I would suggest the story of Agoonack in "Seven Little Sisters," by Jane Andrews, and either "Eskimo Stories," by Mary E. Smith, or "Little People of the Cold," by Mary Fuller. The latter is a good reading-book for later first-grade work.

Suggestions for Hand-work.—Model blocks of clay and lay in circular courses, one above another, rounding toward the top, as seen in pictures; fasten together with "slip" made of very wet clay.

Model dogs and sledge and any of the animals for which you have good models in toy form or pictures. Toys are the best, for they can feel the shape as well as see it, and see it from different viewpoints.

Dress dolls in rabbit or squirrel skins, and assemble all on the sand-table (or any table) to make a scene of Arctic life. Backgrounds done in blue and white chalk on gray paper, to represent snow hills, and put behind the table, add to the interest of the scene.

Shepherd Life.—The story of the family of Abraham furnishes the outlines of nomadic shepherd life. Dwelling in tents, traveling from one fertile valley or oasis to another, they lived on the flesh and milk of goats. Being travelers, they became also traders and carriers, but by the development of the textile arts they became leaders in the rise of the race from barbarism to culture.

The hair of the camel and the wool of the sheep were substituted for the skin of the animal as clothing. The invention of a primitive, top-like spindle made the spinning possible, and this called for the weaving device found in a primitive loom which is not unlike those our children use for their weaving. The cloth of Persia and Arabia became famous for its beauty of texture and color. To this day the rug-weaving of these countries surpasses that of all others.

Tell stories from the life of Abraham, his journeyings, his tent-life, flocks, his children and children's children being a part of the big family that lived and wandered together. Tell stories of Esau and Jacob; of the famines that came; of Joseph being taken to Egypt (a fertile country of grain fields); of the famine that sent his brethren to Egypt for food, etc.

If you can get a fleece, children will enjoy washing it, shearing a part of it, and trying to twist it into yarn with the fingers. If you have access to an industrial museum, take them to see the primitive spindle. Perhaps you can make a top with projecting point, to which you can attach strands of wool. Spin the top and let it twist the wool. Lay in more strands and proceed. Use it in weaving as wool in a toy loom for a doll's blanket.

Let the children draw pictures from imagination of tents and a shepherd watching sheep. Use sheets of rather rough paper and colored crayon. Notice the bright colors and stripes of an Arabian head-dress, and the patterns of rugs as seen in pictures and in the actual rugs.

Cave-Men and Tree-Dwellers.—After following out the ways in which the Indian and Eskimo solve their problems of food, clothing, and shelter, the children would gain vivid pictures of the struggle to live by hearing some of the stories of more remote times, such as are found in "Once upon a time," page 59 of volume 7 of the BOOKSHELF.

Is it not a good thing for children to trace these imprints made by the laborious tread of past ages in the upward climb of the race?

There is a lesson for us, teachers and mothers. The cave-man became a thinker when he learned to trap the deer, or to shape an arrowhead of flint. So did the man who discovered that a chimney was better than a hole in the roof for carrying off smoke.

If our children are to become real thinkers they, too, must be put in positions of difficulty, out of which they help themselves by adapting means at hand to meet the ends wanted. It takes a good deal of freedom to experiment in order to gather up the practical knowledge needed for this logical thinking.

The little boy who rejects the short block and chooses the long one for roof or bridge-span, knows that he has profited by past experiments. The little girl who cuts her doll's dress to fit before it is sewed learns to allow for seams next time. The children who hunted for clay learned valuable lessons in the geological formation of the territory to which Chicago belongs. It is the great opportunity of schools of practical life that time and material are given to this experimentation. In the absence of any other, let us make our homes such schools.

METHODS OF HOME STUDY

WHEN the course of study is made the god to be worshipped and the child the innocent victim of its exactions; when the number of pages which must be covered in order to finish a certain book at a certain time determines the number of hours of home study, instead of the number of hours which it is well for a child to study determining the number of pages to be studied, this does not make sufficient grounds for condemning the system as a whole.

§2. WHAT JUDICIOUS HOME WORK INVOLVES

A JUDICIOUS assignment of home work should embrace at least three points. It should always be assigned in such a way that it can be done without assistance from parents, schoolmates, or others. That is, the necessary teaching should already have been done before the child is asked to go home and finish the work alone.

The work assigned should be of such a character that the mental tax will not be too severe. The solving again of a page of problems which were taught in class; the clinching of facts brought out in the day's study of history, geography, or physiology; the writing of a theme which has already been outlined and material discussed; the development of an outline, the foundation of which was laid during the day; collateral reading which enlarges some of the important points of the day—all these come under the head of judiciously assigned work. Oftentimes there is too much hearing of recitation and too little teaching. Instead of preparing a student to avoid mistakes, we point them out to him after he has made them.

The amount should be so carefully estimated in terms of a child's ability, that no grade pupil will require in excess of an hour and a half to do the work in a masterful way; and no high-school student will find it necessary to do more than two and one-half hours' study outside the schoolroom.

§3. THE VALUE OF HOME WORK TO THE INDIVIDUAL

THE SCHOOL day is now so short and the amount of knowledge to be acquired by the child is so vast, that it seems imperative that the time outside of school should be made to aid in this acquisition.

Home study develops initiative, self-reliance, and responsibility. In the schoolroom the child is told what to do and when and how to do it. If it is not done right, he is then and there shown his mistake and made to correct it. With homework it is quite different. To-day a child is told to do a certain thing for homework, and what is the result? The work must be done before nine o'clock the next morning, but no specific time is assigned. A new problem confronts this child.

He finds that out of the time at his disposal he must select the period in which the work can best be done. In his work and play there is a realization that things cannot be left to take their own course but must be shaped toward getting that certain thing done by a certain time. This introduces judgment and system and initiative. Then he must decide for himself how best to attack the problem, and also reach his own conclusion as to when it is satisfactorily finished. Thrown in this way upon his own resources, he develops powers which are not developed in the school.

§4. THE VALUE OF HOMEWORK TO THE HOME

Home study helps to counteract the growing tendency of members of the home to scatter during the evening and thus dissipate almost the last vestige of American home life. No argument is required to convince any thoughtful person that the present tendency is to disintegrate the home with its character-forming possibilities.

Home study is a bond of common interest and effort between the home and school which does more to bring about effective co-operation than any other element of school work. There has been too big a gap between the two great forces concerned in the development of the child. They have worked at cross purposes so much that results have often been unsatisfactory. This comes about from mutual misunderstandings and differences in standards. Home work can be made the means of removing much of the lack of harmony and lack of team-work.

Home study keeps children profitably employed during time which is not needed for play, home duties, or sleep, thus preventing the formation of habits of idleness, and the demand for an undue amount of company. We have already many people in this country who cannot contentedly spend an evening at home without some outside source of amusement. They are unable to enjoy the time passed in quiet reading or profitable thought. Their minds have not been schooled to find recreation and pleasure in intellectual pursuits. Children who are allowed to idle away long winter evenings, or are trained to feel that they must either go visiting or have company each evening, are destined to grow into the same kind of people.

§5. HELPING CHILDREN IN HOME STUDY

1. *Right Conditions for Home Study.*—Take the following statements as to what constitute suitable conditions for successful home study. Note to-day those which are lacking and the results. Work out with a given child the changes that are necessary in order to meet these suggested standards and after a given time report the results.

(a) Have the child select afresh the time when he believes himself at his best for work. If necessary, have him experiment a bit about this, trying the hour just after school, the hour before supper, the hour after supper, an hour before school in the morning.

(b) Arrange so that the week-end does not interfere with the regularity of the plan. That is, if the afternoon is the selected time do not let Friday afternoon be an exception on the ground that there "will be plenty of time before Monday."

(c) Choose a secluded place. If there is a quiet corner in the house, let the child have it. If there is not, make one. Let the place be one where the child cannot be disturbed by the scenes out of the window or be influenced by others who are at play.

(d) Have the child seat himself as nearly as possible in a situation similar to that in school, with no distractions.

(e) Have him set his task clearly before him, and then set a time limit for finishing it.

(f) Have him go about his work in the most direct way, by having all his books, papers, and implements immediately at hand. Have him go to work calmly, cheerfully, and briskly.

(g) Ask him to remember as clearly as possible how the teacher told him to work as well as what she told him to do, and to rise with a distinct conquest achieved.

(h) Tell him: "When you get through pumping, let go the handle." Don't have him leave unfinished work or do his work in two installments or worry about it after it is finished.

2. *Right Habits in Home Study.*—Let the parent for a number of days accompany a child in his home study with the single aim of teaching him how to study. Use the following methods, in the order given, as many of them as possible each day. (They are drawn largely from Lida B. Earhart's "Teaching Children to Study.")

(a) Ask the child what his problem is, what he is trying to find out.

(b) Ask him what he has, in the textbook or elsewhere, to help him find out.

(c) Ask him what he has already learned that will help him find out.

(d) Ask him if the teacher made any suggestion to-day that may help him find out.

(e) Have him: (1) gather his data, (2) organize it into related groups, (3) use his judgment, (4) apply himself thoroughly in the execution.

(f) Let him bring to you the result, if he has one.

If he has not, go over the points again, discover which, if any, he neglected, find the point of difficulty, and as a last resort show him how to use the neglected process.

CATALOGUE SHOPPING—EASY EDUCATION

By Mrs. James B. Tintera

School, to me, was a happy place. I never had to pore wearily over my studies as some children did, simply because my mother always prepared me a little ahead of time for what was coming. I am following my mother's example in bringing up my own children, and here is a device that I have found quite worth while.

I save all the catalogues that come into the house, and every day we go sightseeing, window shopping, or make-believe shopping by means of these books. Sometimes, beginning with the first page, we go through the catalogue, and I point to the illustrations and describe and distinctly pronounce the names of the articles illustrated. At other times, we decide on something we pretend to go to buy, afterward, examining other articles in the same department. In either case, the children repeat the names after me and they study the illustrations, and after we have reviewed the catalogue several times, I have a guessing contest and as I point to various illustrations the children give the names. The one giving the greatest number correctly is awarded a prize—something that is entirely a surprise to the children. In this way they acquire knowledge while playing, are eager to learn and intensely interested. The method makes getting an education a pleasure, and is a real help to children in their early school years when everything is so new to them.

My little son and daughter could distinctly name every illustration pointed out to them in a six-hundred-page mail order catalogue before they went to school. Now that they are in the second grade, I am teaching them to spell the names of the objects and they are learning quickly. Sometimes they pretend to buy and sometimes to sell. An article correctly spelled is delivered.

I have found that this catalogue play gives the children confidence and assurance when attending school classes, sharpening their wits and observation. For this alone it has proved well worth while, and one might devote to it one hour every day, regularly and systematically, to very good advantage.

PLAYTIME

SUGGESTED PLAY OUTFIT FOR THE HOME

THERE are only a few pieces of useful play apparatus that are not found, or may not easily be prepared, in the house. There is a considerable demand, however, among parents for some guidance as to choice among the many attractive materials that are prepared by the kindergarten houses. For this reason we have, with the assistance of a number of well-trained mothers, compiled the list that is below. It is classified according to the educational uses of the materials, and contains none of the formal "gifts" which were staples in the old-fashioned kindergarten. All of it is inexpensive, and purchased a little at a time and partly at least as Christmas presents, it is not beyond the reach of the household of the most modest resources.

The following points were taken into account in the choice of the outfit:

§2. NINE POINTS TO CONSIDER IN CHOOSING MATERIALS

1. They should have great *play-value;* that is, there should be much pleasure to be obtained from them for a long time.
2. They should be really educative in various ways—not merely pretty or novel.
3. They should be related to each other.
4. They should be interesting to children of various ages.
5. They should demonstrate important principles in child development.
6. They should be useful for mother and child together, yet usable by the child when alone.
7. They should be durable.
8. They should be simple enough so that a brief, printed explanation will show how to use them.
9. They should be worth the cost.

Blocks

1. Box of Bradley blocks, or
2. Box of peg-lock blocks.

Plastic Material

3. One pound of moldolith, or permodello.

Beads

4. Twelve dozen one inch wooden beads (three shapes, six colors).
5. Twelve dozen one-half inch wooden beads (three shapes, six colors).
6. Two bead-lacings.

Weaving Material

7. Tyndall loom, with two iron rings for hammocks.
8. Schute weaving loom, with bodkin, six-inch disk.
9. One-pound cotton roving, red.
10. One ball angorina.
11. One ball large macremé cord
12. One enlarged toy knitter.

Drawing and Painting Materials

13. One package (100) sheets, thin 6 x 6 inch folding paper.
14. One hundred sheets No. 20 manila, 9 x 12 drawing paper.
15. One package heavy 6 x 9 inch construction paper, assorted.
16. Eight large marking crayons, eight colors.
17. Beginner's lead pencil, large and soft.
18. One box water-color paints, with camel's hair brush.
19. One package picture cut-outs.

Peg Board

20. Enlarged peg board, with 100 pegs.

Suggested Supplemental Material

21. One set Hill building blocks No. 5.
22. One box Hennessey building blocks, in chest (100 large blocks).
23. Color top.
24. One package waterproof stencils of domestic and wild animals.

25. One box New Process clay flour, 5 pounds.
26. Kindergarten four and one-half inch game ball, in three colors.
27. One pair blunt scissors.
28. Glass prism.
29. One package blueprint paper for making leaf-imprints, etc.
30. One package wood applicators.
31. Wheels and axles (four wheels, two iron axles).

§3. HOW THE MATERIALS MAY BE USED

1. *The Bradley Blocks*

While miscellaneous collections of blocks, bought at toy stores or begged of the carpenter, will answer very nicely for most of the young child's building operations, when it comes to closely fitted work, there is the opportunity to get more satisfaction in blocks of accurate shapes and scientifically varied sizes. These Bradley blocks, while not very large, are thus made and are shaped in bricks, cubes, cylinders, etc.

2. *The Peg-Lock Blocks*

These blocks, which cost but little more, seem to be equally well made and include some unusually long, shingle-shaped pieces, good for roofs, bridges, and walks. The pegs, which will not be used by the tiny children, are appreciated by the older ones, because they fasten together and make more stable their constructions. These are also boxed neatly.

3. *Moldolith*

Moldolith is used very much like modeling-clay, with plenty of moisture. It has the advantages both of modeling clay and of plasticine. It hardens more slowly than the former, but requires no casting or firing, if it is used moist enough, and it does not crack upon drying. While it does not keep soft like the latter, it may be softened again by breaking it in small pieces and soaking it in water. It does not have the disagreeable odor of plasticine. While it comes in several colors, we recommend the uncolored kind, which may be colored in several ways. Dry colors may be used, rubbing them over the surface of the figure while it is in a semi-moist condition. Bronze powder may also be applied in the same manner, or by first dipping a brush in a solution of melted beeswax diluted with benzine, then dipping it in the powder. Water-colors may also be applied while the figure is moist or after it has become hard. Oil-colors, too, may be applied after it has become thoroughly hard. A waterproofing is made by the manufacturers, if this result is desired. Moldolith may be pressed in a glue or plaster mold.

Permodello seems to have all the advantages of moldolith, and, in the judgment of many, is a more reliable and satisfactory material. Its slight additional cost is hardly material, since so small a quantity is needed.

4, 5, 6. *Beads and Bead-Lacings*

The larger beads are for the smaller children, the smaller for those who are older. Usually a child will not string the smaller ones skillfully before he is four years old.

7. *The Tyndall Loom*

The Tyndall loom, which is 13 inches long, weighs 18 ounces, and so is of convenient size and weight for little hands. With it children can make little rugs, carpets, curtains for doll-houses and, by the use of the iron rings, doll hammocks.

8. *The Schute Loom*

The Schute Loom is just a 6-inch circular card, with bodkin. The woof threads are attached to the pasteboard disk, and the warp woven in with a bodkin. It will make round mats and dolls' caps.

9, 10 11. *Yarns and Cord*

Cotton roving is a heavy cord for the coarse weaving, and angorina is fluffed cotton yarn for either fine weaving or for knitting. The macremé is for the hammock cords and is also used for string-work.

12. *The Toy Knitter*

This is a revival of the ingenious spool-knitting device that we all used many years ago. It is a little more convenient. A needle comes with it, and angorina or any other soft yarn may be used. It will make reins or dolls' socks.

13, 14, 15. *Paper*

The folding paper is used for booklets, paper-tearing, and simple construction. The drawing paper is for drawing and water-colors. The heavy paper is for the stouter articles that the children make.

16. *Crayons*

These are thick, strong crayons that the tiny hands can grasp and that will not break with steady use.

17. *Lead Pencil*

The ordinary lead pencil that we adults use is too small in diameter and usually too hard for the small child's efforts. This one is adapted to his hand and his needs.

18. *Water-Colors*

These are hard colors on porcelain pans in a neat box. The colors are alizarine, crimson, orange, gamboge, blue, Hooker's green, violet, sepia, and charcoal gray, an excellent assortment. The brush is a No. 7 camel's hair.

19. *Cut-outs*

These cut-outs of familiar Mother Goose characters are of simple outline which a young child can manage. There is a fastener, so that the arms and legs are movable. The figures when completed fairly cry, "Paint me," or "Crayon me."

20. *Peg Board*

The peg board is a ready-made toy that calls out considerable resourcefulness. It gives exercise in inventing and arranging patterns and colors and it is useful in number-work. It lends itself to playing simple games also. The board is ten inches square and has 100 holes one inch apart. The 100 pegs are two inches long and come in six colors. This enlarged size, of course, suits small hands.

21, 22. *Enlarged Blocks*

The Hill blocks are getting to be almost the staple material of many modern, progressive kindergartens. They were invented by Professor Patty Smith Hill, head of the Department of Kindergarten Education, Teachers College, where their need has been felt, and they have been tried out successfully for a number of years. Professor Hill has recently written their manufacturer explaining why and how they are to be used:

"You have kindly asked me to write you something regarding the motives which prompted me to devise these larger building blocks for use in the kindergarten and the home. The reasons are many, but I will give several of the most fundamental ones:

"First, the increasing demand for larger play materials, in the light of the insistent criticisms made by psychologists, hygienists, and physicians of the small ones used too exclusively in the kindergarten. It is granted that smaller blocks have their place in the kindergarten, but as they make their appeal so largely to the small muscles of the eye and the hand, they necessarily tend to cultivate sedentary habits in children at a period when health demands the exercise of the larger muscles of the arms and legs, and the activity of the body as a whole. If floors are kept clean and free from draught, it is far healthier for little children to use large material, which requires them to get out of their chairs, to stand, to stoop and rise, to walk, run or creep about from place to place, or to reach, pull, shove, and lift objects of heavier weight as they work and play together.

"In the second place, experience with kindergarten materials convinced me of the need of some sort of a block sufficiently long to roof wide spaces, or to make floors for houses of two stories. Remembering the delight in using boards for such purposes in the play-houses of my childhood, I determined to provide children with blocks corresponding to these. For many years I have worked on schemes which would make it possible for children to construct two- and three-story houses sufficiently stable for them to climb into the upper stories and play with safety and freedom. With the co-operation of the staff and students of the department, this has been made possible by a simple pillar and rod device. As the original floor blocks are a yard in length, these, combined with the pillars and rods, make play-houses large enough to play in when constructed.

"In the third place, it has been evident to me for many years that the interest of older boys in simple mechanics should be utilized and developed, but all materials for this purpose in the toy market were too small for the muscular co-ordinations of young children. We have at last perfected a simple invention, using wheels, rods, and pins, which, with the perforated blocks of the original floor-set, make it possible for the older children to construct wagons, carts, trains, engines, etc., sufficiently large and stable for the children themselves to get in and drive around the room.

"In the fourth place, these large constructions stimulate social co-operation in work and play, as individual sets of building cannot. For example, all may unite in building one house, and different individuals may construct the articles of furniture necessary for their 'Lady Come to See' games, or the wagons, carts, and trains for travel and transportation.

"These are supplementary blocks only, but after fifteen years of experience in using and constructing them in the light of children's needs, I find them more and more satisfactory, especially with the young children. They are planned on the unit system, and in a way are a combination of all the building blocks of the Froebelian system.

"Trusting that these larger building materials may make their contribution to the happiness, health, and development of other children, as they have to those under my supervision, I am,

"Most sincerely yours,

"Patty Smith Hill."

In homes where the prices are beyond reach the children may, with some help, make "shacks" out of rough material, and do the finer work

with the well-shaped, smaller Hill blocks. In such cases wise selections are recommended.

The Hennessey blocks follow along the general lines of the smaller Hill blocks. They come in a neat cabinet.

23. *Color Top*

In itself a good toy, it is an inexpensive device of great help in the analysis and study of color.

24. *Waterproof Stencils*

While tracing is, of course, not so original an exercise as drawing, there comes a time when children long for more perfect outlines than they themselves can create, and there is a pleasant surprise in seeing what comes up after the crayon has been rubbed over the stenciled spaces. The product also has its many play-uses.

25. *Clay Flour*

This is a convenient form of sculptor's clay, for making articles of permanent use. If the articles are shellacked when completed, while they are, of course, brittle, they are reasonably permanent in character, and may be painted and adorned in the brightest fashion.

26. *The Kindergarten Ball*

A tiny rubber ball that is blown up and put inside a cloth ball, made in the three primary colors. On account of its durability and brightness it has some advantages over the ordinary rubber ball. The outside cover may be cleaned.

27. *Blunt Scissors*

Mother's scissors are too sharp for the smallest worker. These are of standard size, and the handles have a wide, flat rim that fits and does not cut the hand.

28. *Prism*

For making "light birds." Every child loves one, but they are not usually found in the village stores.

29. *Blueprint Paper*

For making leaf-imprints, etc.

30. *Wood Applicators*

Stick-laying is not of the greatest educational use, but the patterns are somewhat interesting. These applicators are big enough for little children to handle comfortably.

31. *Wheels and Axles*

No one thing can give more pleasure to a big, lively boy or girl than "the makings" of a cart. These are hickory wheels, and the iron axles are perforated with holes so that a wooden axle may be screwed or nailed upon them. The resourceful child will take these axles off and put them on various boxes, boards, and bodies, and in turn have a gig, a cart, a carriage, and an automobile. They are better than a ready-made wagon of a single pattern, and being well made will endure. Order these of William E. Kleine, 120 West Broadway, New York, N. Y.

§4. OTHER VALUABLE MATERIAL

The Sand Tray

A WRITER in a popular publication describes a simple way of making a good sand-box at home:

"Select a good-sized, strong, wooden packing-box and cut it down to one-third its original height. Plane and sand paper the outside until it is very smooth, and then paint it a soft green in color or a bright yellow, which will harmonize with the sunny corner of the child's playroom, where it is to stand. The inside of this home sand-box may be lined with zinc by a tinsmith, or just the inner corner can be reinforced with tin and the whole treated to two or three coats of white enamel paint, which will make the box water-tight. A carpenter will make legs for the box, or four casters may be inserted, one at each corner, so that the sand-box can be rolled from place to place at will. Beneath the box and protecting the carpet there may be a square of denim, which will catch any stray sand that spills."

It is not necessary to have even this homemade box. A tin tray placed on the child's low work-table will hold sufficient sand for his first modeling. Uncooked rice may be substituted for sand in the house.

Children enjoy playing with colored sand, filling bottles, playing doctor, mixing colors, and making separate piles. Sand may be colored blue with bluing, red with cochineal, and other colors with the inexpensive and safe vegetable dyes that may be purchased at any drug store.

Exercisers

For the curious desire that small children have to toddle along rails, Professor George E. Johnson suggests laying a 2 x 4 board along the nursery floor, fastened so that it cannot tip over. The large Hill blocks may be laid occasionally in circular, serpentine, or irregular pathways.

Indoor "exercisers" give much pleasure and exercise to many children. The more expensive ones draw weights over a pulley, but there is an inexpensive kind where the handle pulls on an elastic cord.

Of the other furnishings of the playroom where

there are young children, perhaps the most important is the slide. Unfortunately, there are now no cellar doors to slide down or trees to climb and swing on in most children's backyards. An adjustable slide is best, because it can be folded back against the wall when not in use. The slide is nine and a half feet long and four and a half feet high, and may be made or purchased for home use.

Playthings for Mental Exercise

No single plaything will give more lasting pleasure in the playroom than the blackboard. It is the handiest, biggest, and most simple medium for picture-writing.

A typewriter is a very useful plaything for a child as soon as he is old enough to make letters. A second-hand machine of a good make is better.

SPECIAL REQUISITES FOR OUTDOOR PLAYTHINGS

Out-of-doors furnishings should be of a kind to encourage creative play. Playground apparatus, therefore, in addition to providing for big muscle development, should combine the following requisites:

1. Intrinsic value as a toy or plaything. "The play of children on it and with it must be spontaneous."

2. Adaptability to different kinds of play and exercise. "It must appeal to the imagination of the child so strongly that new forms of use must be constantly found by the child himself in using it."

3. Adaptability to individual or group use. It should lend itself to solitary play or to use by several players at once.

Additional requisites are:

4. Safety. Its use should be attended by a minimum of danger. Suitable design, proper proportions, sound materials, and careful construction are essentials.

5. Durability. It must be made to withstand hard use and all kinds of weather. To demand a minimum of repairs means also to afford a maximum of security.

THE OVERTRAINED CHILD*

By John Lovett Morse, M.D.

The overtrained child is the child that is overfatigued, either physically or nervously, or, as is said of athletes, has gone stale. As the result of the excessive demands made on children in these days this condition is extremely common. It is due to the increased strenuosity of life in general, the universal unrest, and the foolish desire of almost every one to have her children grow up quickly.

Parents are unwilling to allow babies to be babies, young children, young children, and older children, older children. They want little children to be youths, and adolescents to be adults. They are not satisfied to have them lead the simple lives and enjoy the simple amusements suitable for their age.

§2. DINNER PARTIES INSTEAD OF MUD PIES

They send their children out to dinner parties when they should be making mud pies. They expect, or at least allow, children in their teens to do things which they should not do until in their twenties. Strangely enough, they draw the line at parenthood in the early teens.

Overtraining is often begun in infancy. Babies are handled, fondled, and shown to friends—admiring when present and critical when absent—when they should be let alone and allowed to sleep and digest their food. They are picked up in the evening to be exhibited to friends, who would much rather be playing bridge; taken on long automobile rides, excited in many ways, and not allowed time for proper rest and sleep.

Fortunate is the baby whose grandmothers live in distant cities, whose mother has few friends, plenty of work to do, and no automobile, and whose father is tired enough when he comes home at night to rest. The results of over-excitement and lack of rest are insomnia, fretfulness, failure to grow and develop properly, and indigestion.

Babies should, of course, be played with, loved, talked to, and mothered. If they are not, they do

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not do well. Lack of these things is one reason why babies do not thrive in hospitals. They should be played with and talked to, however, only for limited periods and at reasonable times. At others, they should be left alone to rest and sleep and to amuse themselves.

During the few years following infancy, the so-called pre-school age, children are less likely to be overtrained. They have ceased to be novelties and are not considered old enough to be educated or forced into society. Many of them, however, are allowed to give up their naps or rests and are not put to bed at the proper time.

§3. DAYTIME NAP IS ABANDONED

Nothing exasperates me more than to have a large, able-bodied woman tell me that she cannot make her child stay in bed in the day-time. Every child can be made to rest, although, of course, he cannot be made to sleep. The midday rest should be kept up until the demands of school life render it impossible. Children of this age, moreover, should always be put to bed early, best by 6 o'clock, but always by 7 o'clock.

Young children are very likely to play too hard and must be watched carefully that they do not overfatigue themselves. Parents and nursemaids are also likely to forget that young children, like puppies and kittens, are meant to play strenuously for a few minutes, then to rest, then to play again. They are not able to make continuous exertion.

§4. LONG WALKS AND RIDES TIRE CHILDREN

Therefore, children are not able to take long walks, as many parents, especially fathers on Sunday afternoons, wish them to do. Furthermore, their legs are short, and when an adult walks at an ordinary gait, they are compelled to run to keep up. Long automobile rides are very fatiguing to young children. The rush of the air, the constant change of scene and the excitement do them much harm. Young children should never be taken for long rides in automobiles, unless it is a necessity.

Children show overfatigue by irritability, disturbances of nutrition, failure to gain properly in height and weight—especially by loss of weight and appetite, and by indigestion. When a young child is snappy, irritable, peevish, and hard to get on with, doesn't want to eat, is restless at night and not thriving, there is something the matter with him. He may be sick or spoiled, but not infrequently the difficulty is that he is overtrained.

When children begin to go to school, if there are two sessions, they are unfortunately usually obliged to give up their midday rest. It is always possible, however, to keep them in the house and quiet between the school sessions instead of allowing them to play violently out of doors. The rest does them far more good than does the fresh air. When there is only one session of school, they can, of course, continue to take the midday rest. In any event, however, they can and should continue to go to bed early. Children of this age should be in bed by 7 o'clock.

§5. "EXTRA" LESSONS FATIGUE SCHOOL CHILD

In my experience children of this age are almost never overfatigued or injured by their ordinary school work. In fact, they are very often benefited by going to school, because they have to keep still in school, while, if they were at home, they would be playing and tiring themselves out.

At this time, however, many children take up certain extras, such as music and dancing. Most children, at any rate boys, take so little interest in these things that they do not overtire themselves with them. Nevertheless, they do cause additional strain and are likely to interfere with proper rest and getting out of doors.

§6. "MOVIES"

Among certain classes, the children at this age begin to go to the movies, if they have not gone previously. Many of them, fortunately, cannot understand what they see. Even when they do understand what they see, they are uusually not able to evaluate it properly. They do not understand, as does the adult, how much is faked and how little real, and are in consequence overexcited and often badly frightened. Additional harm may come from the movies as the result of bad air in the picture houses and the exposure to infection. The symptoms of overtraining in children of this age are the same as in the younger children.

By the time children are ten years old, extras have almost certainly been added to the regular school work, and most of them are allowed to sit up too late at night. Boys of this age often play altogether too hard, while the girls are already headed toward society. Most of them, however, do not take life very seriously at this age and are not as much injured by the overwork, late hours, and excitement as they are later. The symptoms are no different from the earlier ones.

§7. GROWN-UP AMUSEMENTS UNSUITABLE FOR YOUNG CHILD

Another major cause of overfatigue at this age, especially in girls, is the taking up of amusements which, while they may be reasonable after eighteen or twenty, are not suitable for growing children. Amusements of this sort are dances lasting into the small hours of the morning, dinner parties, and theatre parties.

Girls usually take these amusements more seriously than do boys of the same age, who usually do not enter into them of their own volition, but are dragged into them because the girls cannot have their parties without boys. Girls are, therefore, more excited and more fatigued. Both boys and girls, however, are overtired by the loss of sleep and undue excitement.

Another cause of overfatigue, which occurs almost entirely in boys, is undue indulgence in athletic sports. They are naturally anxious to excel, do not know enough to spare themselves, and push themselves to and beyond the limits of their endurance.

§8. ATHLETICS MAY BE TOO STRENUOUS

Unfortunately, many teachers and athletic directors fail to appreciate that a growing organism should never be pushed to its limit. They are apparently also ignorant of the fact that at about the time of puberty the body grows faster than the heart and that, in consequence, the heart is not able to meet even ordinary strain, much less extraordinary. These boys are overtrained in the true sense and are athletically stale much of the time.

Many boys are permanently injured by overstrain of the heart at this time. Many others who would later become fine athletes, if they were not pushed so hard at this time, are "burned out" and never amount to anything later. Boys should not be allowed to take part in competitive athletics unless they have been examined and judged qualified by competent physicians. Teachers and athletic directors should be compelled to follow the advice of the physician.

Nothing has been said thus far as to the remedy for this condition of overtraining or overfatigue in early life. As always, in medicine, "an ounce of prevention is worth a pound of cure." More than that, an ounce of prevention in this connection will obviate the need of a pound of cure. It hardly seems necessary to speak either of methods of prevention or of cure. They are both the same and consist in the avoidance or removal of the causes of overtraining, which have already been mentioned.

WORK AND PLAY SCHEDULE FOR HIGH SCHOOL STUDENTS *

By Frances Mary Hughes

Several educators and child psychologists have said that the very benefits which the modern home is able to confer upon the child within it work toward his undoing. Who uses your high powered car most of the time, these men inquire. How many times a day do the children use the telephone in order that a social gathering may be planned?

The idea farthest from the mind of these educators is that the adolescent be forbidden the use of car and telephone, or that he be kept from gatherings of this kind. Their plea is rather for a moderation of these pleasures, and for intelligent and concerted supervision of them.

You have been worried, perhaps, because your daughter no longer gets good grades in school; because your son has been getting restless, and ever so often cautiously leads up to the subject of leaving school at the end of the present term. You have scolded and expostulated, but has that restored the former high average, or the former delight in school? Of course not. The scolding has merely aggravated a state of mind already reached, and has in no way removed the cause. I can hear someone say: "True, but what is the cause?"

§2. LESSONS MUST COMPETE WITH PARTIES

Would your mind stay voluntarily on the elusive, intricate mysteries of x and y, and their relationships to z, or on the bewildering rules for the Spanish imperative if a car were at your disposal day and night, and if the telephone constantly offered you your choice of a dozen jolly companions? Would it, if you were only fourteen or sixteen? It most assuredly would not if you were the normal child.

Too many rides, too many movies, too many

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parties; these things tend to break down the steady, even pace at which a school child should go. They take his mind from the things in which he should be most interested at this period, and they plunge him into vivid, exhilarating experiences that burn up too much of his energy.

But worst of all, the moving pictures show him life as he should not see it. Producers themselves are beginning to deplore the type of picture that they are forced to make. Forced by whom? Why, by you, representing one atom of the big thing known as the public. The more exciting the story, the more folk flock to see it, and so the screen continues to be filled with pictures which, even though they do no actual harm to an adult, at least do him no good. But consider the effect on a sensitive developing child!

When Bill sees on the screen boys of his own age leaving home and returning after years of thrilling adventure, good and bad, fabulously rich, what power have mere a'gebra and grammar to hold him? When Betty hears that her favorite star is to appear in three pictures a week hereafter, how can you expect an extra class for pupils whose work is on a low ebb to attract her? All the other girls will go to the show, probably, and her grades are no worse than theirs.

Of course you can forbid the children to go to the movies or to parties, or to use the car, or to do anything else but study, but if you work along those lines you will create another bad situation. Their schoolmates will soon begin to shun them and call them "goody-goody"; the children themselves will become sullen and unhappy, and you will be forced constantly to maintain a defensive attitude.

§3. WORK AND PLAY SCHEDULE FOR STUDENTS

All of this points to but one thing—the necessity for group, rather than individual, solution of the problem. Why not call together the parents of your children's particular friends and talk the entire matter over with them?

One group of mothers drew up a schedule for their children. With all of the group working at the same hours it made no hardship for the individual mother or child to maintain the schedule agreed on. After various experiments the following was found to be satisfactory: For Monday, Tuesday, Wednesday, and Thursday:

Three o'clock to five, recreation.

Five o'clock to seven, study and dinner.

Seven o'clock to nine-thirty, study if necessary. If not, reading, games, or music *at home.*

This would seem a perfectly feasible scheme for any community, but the Friday and Saturday schedules would of necessity vary in different places. Some schools have parties at the close of the afternoon session, or basketball games in the evening during the winter months, while other schools offer attractions at still different times. The main thing, however, is to arrange matters so that all of the children in the group are engaged in study at the same time, for this will obviate interruptions of all sorts from their mates. By setting aside a study period at some time on Friday or Saturday you can meet the local conditions and still maintain your schedule for work.

Perhaps this sounds too arbitrary and cut-and-dried to work, but I assure you that it is not so. If your child is kept at home after dinner to translate Latin or to solve algebraic equations, and if his "gang" is on the hill coasting during that time, no amount of tact in the world will meet the problem adequately. Your command that he remain at home has branded him as a specimen different from his friends, and they are going to make him feel that difference. He will resent it, of course, and hold you responsible for his shame. But you will find that an entirely different atmosphere prevails when every child knows that every other child in his group is at home during the time that he is kept there.

This plan has been tried and found good. One community even attacked the problem of the right moving pictures for children and found that, too, was capable of a satisfactory solution. It did not start as an idea to have all the children see their pictures at the same time, but as a hope that more suitable pictures for them might be secured. In the end, both results were achieved, and the recreation time for moving pictures could thus be incorporated in the schedule for work and play.

§4. WHAT ONE COMMUNITY DID

I wish that you could have been with me in the group where the idea originated. It started in a village of some 3500, and was an illuminating example of what a few determined mothers can do. As I said, they began it as a crusade for better pictures for their children. It was at a meeting of the "Round-the-Block" Club. This organization had started out as a little neighborhood affair, but it had grown until it included most of the representative mothers in the village. There were no rules or by-laws in the club; the mothers usually brought their sewing and talked of civic affairs or of their children.

"It's just a shame," one woman was saying as I came in, "I promised Jane that she could give a movie party for her birthday, and look what they

offer this week! Jane is heartbroken. She declares that she can never look the girls in the face again if I make her recall her invitations, and even if I do require that, the chances are that the majority of the girls will see the picture anyway. I'm sure I don't know what to do."

"I don't either," lamented frail looking little Mrs. Royce, a widow whose Tom was known all over the town as big and headstrong, albeit lovable. "Tom will go every night, and he is getting harder and harder to keep in school."

"It's not fair," crisply spoke up Mrs. West, red-haired and energetic. "It's not fair to have to take only what the manager offers us. We don't take it from our grocer or meat man. Why should we from the movie manager?"

That was the start. When a committee of mothers broached the idea of a children's film to the manager he was doubtful; he didn't want to lose money, and no one blamed him for that. The mothers agreed, however, to make up the deficit at the end of one month for what he had lost by a trial of a children's show every Friday afternoon during that period. He agreed to that. The mothers in this group then enlisted other mothers; they enlisted the woman's club, the parent-teacher association, the teachers in the schools, the children themselves.

§5. CHILDREN'S MOVIES A SUCCESS

The success of the scheme made it appear as if the town had been waiting for just such a thing. By the end of the month the manager could have filled his house twice over in an afternoon had school hours permitted. Simple child stories were not the type always chosen. All the mothers desired to do was to eliminate the baldly suggestive and crude pictures. "Daddy-Long-Legs" was shown, for example; so were adaptations of stories written by Scott and Dickens. The lovely colored flower films were secured. Those showing animal life and pictures of travel were greeted with as wild an enthusiasm as the most racy Western pictures would ever draw.

The editor of the largest film trade journal in the country says: "Motion pictures especially presented for children are being put on successfully at a great many places in this country. . . . The theatre manager in practically every instance is anxious to put on such a program and needs only the encouragement and co-operation that may properly be rendered by a woman's club."

This puts it rather "up to you" to see that your children get the best, doesn't it? It is really such a simple matter—this one of guiding your children in getting the most out of their hours.

"Do you know how the naturalist learns all the secrets of the forest, of plants, of birds, of beasts, of reptiles, of fishes, of the rivers and the sea? When he goes into the woods, the birds fly before him and he finds none; when he goes to the river bank, the fish and the reptile swim away and leave him alone. His secret is patience; he sits down, and sits still; he is a statue; he is a log. These creatures have no value for their time, and he must put as low a rate on his. By dint of obstinate sitting still, reptile, fish, bird, and beast, which all wish to return to their haunts, begin to return. He sits still; if they approach, he remains passive as the stone he sits upon. They lose their fear, they have curiosity too about him. By and by the curiosity masters the fear, and they come swimming, creeping, and flying toward him; and as he is still unmovable, they not only resume their haunts and their ordinary labors and manners, show themselves to him in their workday trim, but also volunteer some degree of advances toward fellowship and good understanding with a biped who behaves so civilly and well. Can you not baffle the impatience and passion of the child by your tranquillity?

"Can you not wait for him, as Nature and Providence do? Can you not keep for his mind and ways, for his secret, the same curiosity you give to the squirrel, snake, rabbit, and the sheldrake and the deer? He has a secret; wonderful methods in him; he is,—every child,—a new style of man; give him time and opportunity."—*Ralph Waldo Emerson.*

SOCIAL DEVELOPMENT

Mabel had heard, with politeness, six histories related in the gentle, monotonous voice with the accompanying reminders, "You see, dear, how kind Emily was," or "From this you will notice little Emily's unfailing good temper," etc.

At the end of the sixth narrative Mabel sighed and inquired:

"Grandma, do you know *many* stories about little Em'ly?"

"Yes, indeed," much flattered by the question, "I know a great many, my dear."

"And is she as good every time as she has been in these six?"

"Better, darling. Little Emily always did the best thing possible. You like her ever so much, don't you?"

Mabel sighed again. "Grandma," she said gently, "you won't feel hurt if I tell you something, will you? I'm *so sick and tired of little Em'ly* that I don't know what to do!"

—*Angelina W. Wray.*

HOME LIFE

TRAINING FOR MEMBERSHIP IN THE FAMILY CIRCLE

By Mrs. V. Oma Grace Oliver

Children must not be shut off in one part of the house to remain aloof until a certain age, but ought to be a part of the family circle, sharing its joys, work, and minor sorrows. I do not mean that children should be pushed before visitors, have all their meals at the family table, or remain up till their elders retire; but there are times and places when it is the children's right and privilege really to be members of the family.

Even when they are very young children can assume responsibility for certain light tasks about the house, and as their age and strength increase, more and more duties should be added. The great American idea has been to remove all responsibility from the child and to give him a care-free childhood. I would not take one second of joy away from any child, but I would make it a joy for him to feel that the home is his and that he, too, helps in the making of it by performing certain duties that need to be done for the comfort of all. The child of two can pick up toys, put away dishes and silver, help set the table, dust low furniture and run many errands upstairs and down, and he loves to feel that he is "mother's helper."

He brings his daddy's slippers,
  He picks up baby's toys,
He shuts the door for grandma,
  Without a bit of noise.
On errands for his mother
  He scampers up and down,
She vows she would not change him
  For all the boys in town.*

Then the child can help prepare for the great festival days, birthday, Thanksgiving, and Christmas, those joyous days which bring the family very close together, and we can let him share not only in the preparation but in the joy of the day itself and here very clearly he gains a presentiment of the love and spirit of service that make home, and an ideal of the home that he will some day found.

As we would let the child share the labor and the festivals, so we must permit him to share the great family secrets and home joys. Let him know that he must never divulge anything that concerns only the family and I know that a child properly trained will never tell his playmates what he is told is a family secret.

So we begin very early to train him to keep his word and the sanctity of the home. When he has been thus prepared he is ready to share with the mother and father that greatest family secret, the coming of the new baby, and this confidence will bind the little one closer than anything else to the very heart of the home.

Children are so open-hearted and ready, and respond so sweetly and quickly to faith and trust that we often miss great happiness by not sharing our hopes and joys more freely with them.

If we keep the bond very close our home will become the great meeting place of all children, and this love and companionship between parents and children will be like a powerful magnet whose attraction the children cannot resist. So from these beginnings the home tie will be so strengthened that we need never fear that the allurements of the world can draw our children from us, but can rest assured that they will always return to the "center of deep repose."

*Song for A Little Child's Day, by Emilie Poulsson and Eleanor Smith.

TRAINING IN HOUSEHOLD TASKS

By Mrs. Bertha Payne Newell

Little children like to feel that they are sharing the occupations of grown folk. Often it would be easier to dispense with the help, but the children would be the losers. Every kind of work has its charm, but cooking, with its delightful odors, surreptitious tastes of sweets, and chance for making messes, is chief in attraction.

There were occasions when Helen was only three years old and Mother had to play nurse and cook at the same time. Perched on a high stool she beat the eggs, sifted flour, and creamed the butter for cake. When the mixing was done she had a bit of dough for her own. These impromptu cooking-lessons acquainted her with many qualities and processes. Think, for instance, of the transformation of an egg: the breaking of the frail, brittle shell, the pouring out of the translucent white, the globular yellow, the gradual blending of the two in a foamy mass. Could there be a better lesson in colors, forms, and textures?

The flour has its qualities to be tested with all the senses: squeezed in pudgy palms, dusted over the board, sifted through the wire mesh. How good its wheaty odor is, how sweet its taste to the tongue, and how it flies about! This all changes when it is wet. Now it is sticky, clinging to fingers and pan, but with more flour it becomes soft; elastic when squeezed and pinched. How many of us, I wonder, ever think of the sense-training in such experiences as these?

Quite as desirable is the training in deftness gained in handling the dishes, sifter, and egg-beater, and the dish-mop and pan during the washing up that follows. The soap and water make shimmering bubbles, just as lovely as though not made in the course of necessary work. There is more to be noticed and felt and done, neatly and deftly. The mixing-bowl is heavy, demanding all the strength in arms and wrists to lift and turn it. The wooden rolling-pin is not so smooth nor as heavy. The egg-beater makes one wonder what makes it turn so regularly, and the cogwheels seem somehow concerned in the motion.

Helen seemed to think that if she took a pinch of this and a spoonful of that, something good would come from the mixture. She would not take my word for it that cocoa, salt, flour, and sand would not make a delectable mess. So I let her try a few of her own mixtures until she was ready to take my advice.

Then I let her measure the ingredients for sweet muffins, in doing which she learned to measure in cupful, half cupful, tablespoonful, teaspoonful, as well as the difference between *level* and *heaping*. It was not cooking in the real sense, just play, but she was learning, too.

§2. REGULAR DUTIES

Mothers find it hard to train children in household tasks where they keep servants who do not want children fussing around. One of the compensations for the difficulty in obtaining domestic help is in the occasion it furnishes for children to have regular duties. It was one of the sources of education in the old-fashioned home that "all were needed by each one."

What can children under five years do? They can wash silver and the smaller dishes, dry and put them away on low shelves. They can dust and polish furniture. Setting the table is another task within their capacity. When our cook left I put the dishes used most often on a low shelf so that Helen could reach them easily.

Then there are errands. How many errands they can do in the house and out of it!

No work should be too long continued and it is good to change work occasionally. In all this the charm will wear off when the novelty is gone and the lesson then is one of "standing to" and learning the moral lesson of responsibility.

§3. HABITS OF ORDER

It is usually easier to pick up toys and clothes than to see that children do it for themselves. But it is one of the things in which we should be firm with ourselves and hard-hearted with the children. It is one of the disagreeable necessities of civilized life, and the sooner we make it habitual in children, the easier it will be for them and us. Just *once* disregarding the rule, and the mischief is to pay. For the secret hope is born in a child's soul that the omission may occur again. Then he will have to be followed up.

Miss Elizabeth Harrison told a story of a boy who for a time came to the table repeatedly with unwashed hands, and was as often sent away to wash them. At length his mother said, "Why do you persist in coming without washing—you know I never let you stay?" "Oh, yes, you did *once!*" the young hopeful replied. "When?" asked she. It turned out to have been a week before.

TRANSFERRING ATTENTION TO THE NEW BABY

By Minerva Hunter

"Frederick is a terror," young Mrs. Allen told her mother. "I cannot understand the change in him. From tiny babyhood he was always so sweet and friendly with strangers. He attracted attention everywhere we went and our walks in the park brought numerous compliments. Now when we go walking and any one stops to say something about the twins he kicks their carriage and screams at the top of his voice. Every airing ends in punishing him. What can truly be the matter?"

"You told what is the matter without realizing it," her mother laughed. "Frederick wants the attention he used to get and now the twins get."

"That must be the trouble, but how am I to help it? Twins are sure to attract attention."

"The help should be in making Frederick able to adjust himself to the new conditions. We must try to help him."

When Frederick woke up from his nap he was delighted to find his grandmother visiting him. It was her first visit since the arrival of the twins. Frederick embraced her, collected his Christmas toys for her inspection, got into her lap and talked to her, but not once did he mention the babies. When he went into the yard to find his dog, Mrs. Allen confided to her mother that she feared Frederick really disliked his little brothers.

"We must make him proud of them," the grandmother answered.

A little later when one of the babies woke up and cried Frederick could no longer keep their presence a secret. "Twin babies; two of 'em," he told his grandmother.

"Whose are they?" his grandmother asked.

"Mother's."

"And yours, your own little brothers."

Frederick looked indifferent.

"Howard Green across the street has only one brother," grandmother reasoned, "but you have two. Do you know any one else who has twin brothers?"

"No," Frederick acknowledged after thinking.

"You are fortunate to be the only boy on this street to have twin brothers."

Frederick smiled.

"Other boys have horns and drums and blocks and sleds, but twin brothers are wonderful!"

"Come and look at 'em," Frederick invited.

Grandmother went. Not once did she mention that she had hugged and admired them while Frederick took his nap. As she stood and looked at them now, her hugs were for Frederick. "Aren't you glad you have twin brothers all your own?" she asked.

The idea took effect. Next time the mother went walking with her trio Frederick announced, "I'll show the babies. They are my twin brothers."

The mother wisely consented. Now Frederick is so interested in exhibiting the charms of his two brothers that he hardly notices the words and looks of admiration directed toward himself.

THE CHILD'S NEED OF SOLITUDE

By William Byron Forbush

A little fellow of five recently ran away from home. He was not old enough to have absorbed adventure books and he loved his mother devotedly. He was gone all day, and was found at sunset in a deserted mill, a long distance from town, reluctant to go home.

The boy had brought with him a company of tin soldiers, a pencil, his paint box and some paper. He had spent a large part of the day decorating the interior of the mill with leaves and pine cones, and he had hung outside a wisp of an American flag. Evidently the excursion had been carefully planned, and, except that it was cut off, had been perfectly satisfactory.

"Why did you run away, Junior?"

"Didn't you know how mother would worry?"

"Don't you love mother?"

These were the questions that were hurled at him, as he turned lingering eyes back to his Room of Delight.

§2. "MUST HAVE PLACE OF MY OWN"

"I do love mother. I knew she would miss me, but"—he suddenly voiced a world-old need of childhood—"I've just got to have a place of my own."

Some of the most profitable hours of a child are when everybody is too busy to be doing him good.

Occasionally to be alone is both healthful and preservative. Children break down in school and girls in college more often from being constantly piled on by other personalities than from overwork. The child has an instinct to feel this, and shows it sometimes by convulsive truancy.

One mother who had the good sense to recognize this need made a Peter Pan house, without any windows or doors, out of a folding screen, and set it up at the sunny end of her own room. Here the child played contentedly for hours, crooning as he played, and only infrequently indicating by conversation a desire for his mother's companionship.

So simple a device as drawing a chalk-line on the floor between two quarreling children, to indicate the boundaries of the territory of each, has proved magical in restoring both peace and poise, as each child has proceeded to busy himself with his own playthings, occasionally watching in silence the inventiveness or ingenuity of the other.

§3. MOTHER'S ROOM A REFUGE

MOTHER'S room is on the whole the best City of Refuge, the domestic confessional, the altar.

On the door of one such room is nailed a tiny replica of the sanctuary-knocker of Durham. The children have been told what "taking sanctuary" used to mean, and they may knock here and enter whenever they desire shelter.

Here at least nobody is punished. It is the only room in the home that smells of sandalwood. Here mother keeps her "hoards," such unexpected stores of sweets and playthings and treasures. On entrance the child is likely to receive a flower and on departing a drop of scent for his handkerchief. For all who enter here are guests, and there is a decided "company" savor about the whole atmosphere.

In this room the story-telling has a peculiarly precious quality. Mother often relates those soothing reminiscent tales about "when mother was a little girl," and the small daughter is permitted to wear her pearl beads or the big amethyst brooch while mother relates their history.

There are quiet pleasures in this room not found elsewhere. Here the children illuminate texts with red and gold paints out of delightful doll-size porcelain pans; here they sew on the family bedquilt that is going to become an heirloom some day; here they design figures for the family history-rug.

Of course, a mother needs solitude as much as do her children, and there must be hours when even she is not to be burglarized. One mother flies what is known in the household as "the fairy flag" when she is ready to receive company, and another, with a sense of humor, uses the weather signals of the department of agriculture in a similar way. A black banner with a white central square, for instance, means, "Storm brewing. Keep away."

§4. TO SILENCE ROOM WHEN NAUGHTY

A SILENCE room is a wise recourse for moral discipline. It had better be the guest room, because this is usually fitted up in soft colors that suggest rest.

In one such room there is a huge leather chair with wide arms, so placed that in front of it hangs a single picture, a Madonna and Child.

The child whose nerves need rest or who has broken all the commandments within reach is ushered to this chair and asked to stay until a bell is rung for his recall.

As he sits down the mother explains gently but clearly what has been wrong and he is invited to rest and think what ought to be done. The child is not locked into the room, but nobody is allowed near while he is within. He relaxes, and is thoughtful; he may even go to sleep. Almost without exception, he comes out with shining, peaceful face, asking forgiveness for his fault.

Health, of course, is fundamental to morals. Fatigue is the common occasion of moral ugliness.

We do not appreciate how exhausted a child gets from the constant impingement of other personalities, how his nerves become strained through his endeavors to get along with a world of persons who do not understand him, and do not always try to.

§5. THE WHALE AND THE SEA-GUDGEON

PERHAPS the most important thing in the strengthening of a child's nerves is to be let alone. A very well-brought-up small boy, when asked what he would like for Christmas, replied: "A half hour to myself."

Probably the reason why children who grow up in the country or in a suburban town are less nervous and "jumpy" than the town child who gets just as good food and often just as much air, is because the out-of-town child has more freedom of action in its recreation. All his social functions of being properly dressed and mannered are reduced to a minimum. He puts on a cap and sweater and may play out till dark, instead of being obliged to wrestle with grown people over what he considers unimportant trifles. Nearly all children who have a carefully super-

vised daily schedule are nervous. Their salvation lies in long, uninterrupted play, as well as in long, uninterrupted sleep.

What the race needs is wise mothers with well-trained nerves who will feed their children well and educate them so that no nerve force is wasted in performing the necessary bodily and social functions, so that there is no external expression of fear, worry, haste, excitement over trivial and avoidable happenings, and so that there is leisure and quiet for the child to develop in his play nerve-energy that will one day pass over into his life-work.

Just as aseptics give a wound a chance to heal, so the isolation of solitude and silence affords opportunity for moral healing. Give the child a chance to think over his problems.

One is reminded of the sea-gudgeon, of which Montaigne wrote.

"Whereas all the other things, whether beast or vessel, that enter into the dreadful gulf of the whale's mouth are immediately lost and swallowed up, the sea-gudgeon retires into it in great security and there sleeps."

Solitude is the whale, and the child is the little sea-gudgeon.

PROPERTY RIGHTS OF OUR CHILDREN

By Edith Riland Cross

Are the property rights of our children respected in the home? Do we recognize their right to their things as we wish them to respect ours?

These are questions which have come to us in the training of our two and four-year-old boys.

Everyone knows how strong is the instinct of possession, and how early it manifests itself in the tendencies of little children.

Our oldest son, Jerome, is of a very cautious, deliberate nature, prizing very highly everything that is given to him. So I decided, when he was two years old, to allow him to have one of the drawers in my own personal desk. It delighted the child, gave him a place to keep some of his own particularly personal things, and at the same time aided his mother by keeping out of sight the hundred and one little insignificant keepsakes so dear to the heart of a child.

One look into this drawer would assure you of the great necessity for such a place, for there we find all of his Sunday School papers strung with yarn into a neat booklet. There, too, his small paper-covered books, such as the miniature set of the famous Jessie Wilcox Smith's Mother Goose. Two tiny silver fish received at Sunday-School for bringing in new scholars repose in the drawer, beside a small piece of an old bed-spring given to him by a ten-year-old boy, his idol in the neighborhood. Toy paper money, Easter cards and valentines, a box of nuts, bolts and washers for fixing his coaster wagon, scissors, crayon, bits of string, yarn, a blunt needle, and a dozen smooth pebbles are but part of the miscellany in that drawer.

Occasionally, we clean out the drawer, rearranging things and discarding those that have little value. This gives the child an idea of the present value of things, and he is the judge, with only suggestions as to what shall be thrown out.

One day, when other children were playing in the house with our boys, I noticed that Jerome became very nervous because the children were rummaging through his drawer. At first I thought it very selfish of him. But I soon realized that that was his own very personal property, and other children, or even other members of the family, had no rights there.

Since then, playmates may always play with the many toys in the play corner near this desk, but they are not allowed to go through Jerome's drawer without his permission.

When brother John became two, I gave him the lower drawer in the desk, and his rights as owner are respected in the same way.

Some of you may say that this would tend to make selfish children, but in our case it has been just the contrary, for these boys are happy in that they know where their things are. And instead of having to hunt to the bottom of a basket of toys for some trivial thing, they go at once to the desk drawer, and find it easily.

Let us give our children a definite place for their things, respect that place for their own personal use, and see what a pride they take in having their own recognized rights in the home.

THE BOY IN THE HOME*

By George Walter Fiske, Ph.D.

Doctor Peabody says: "A good boy is the natural product of a good home, and all efforts of philanthropy to make boys better are consciously imperfect substitutes for the natural influences of a healthy-minded home. The great and over-shadowing peril of a boy's life is not, as many suppose, his bad companions or his bad books or his bad habits; it is the peril of homelessness. I do not mean mere homelessness, having no bed or room which can be called his own, but that homelessness which may exist even in luxurious houses—the isolation of the boy's soul, the lack of any one to listen to him, the loss of roots to hold him to his place and make him grow. This is what drives the boy into the arms of evil, and makes the street his home and the gang his family, or else drives him in upon himself, into uncommunicated imaginings and feverish desires. It is the modern story of the man whose house was empty, and precisely because it was empty there entered seven devils to keep him company. If there is one thing which a boy cannot bear, it is himself. He is by nature a gregarious animal, and if the group which nature gives him is denied, then he gives himself to any group which may solicit him. A boy, like all things in nature, abhors a vacuum; and if his home is a vacuum of lovelessness and homelessness, then he abhors his home." Whatever the home, or the apology for a home, back to that home we must go to learn the boy. There we may find the straightest clew to the perplexing riddle of his temperament and character, the mazy puzzle of his tastes, talents, feelings, and ambitions, inherited or developed—or the lack of these.

In the wild rush of modern living, parents have abdicated their responsibility. They have surrendered to the church, the school, the Sunday school, the Christian Association, the full care of the moral, religious, intellectual, and social welfare of the boy. And these institutions are staggering along bravely but rather helplessly under the burden. American boys are suffering from overmuch institutionalizing. Just as they are now barbered and tailored and shod and doctored by outside experts—when in the homespun days all these wants were attended to at home—so also the boys are schooled and churched and exercised and danced, and even manually trained, by outside agencies, to the joy and relief of a certain kind of parent. They are glad to avoid a responsibility which they feel incapable of sharing; for often the boy knows more algebra than his mother and more religion than his father, if not more worldly wisdom than both. But the noblest church and church-school can never furnish the boy that choicest religion of the home where the father is priest. "The father was God's first priest."

§2. DIFFICULTIES IN GETTING ALONG TOGETHER

Thousands of conscientious fathers realize the seriousness of their boy problem, and are doing their utmost to save their boys, but against great odds. Let us take time briefly to suggest some of the difficulties confronting them, as they face this greatest task, their duty to their boys.

1. The simple fact that they are of an older generation is a handicap. The difference in age between father and son naturally widens the gap, usually proportionately, though not always. Not merely the age, but what it connotes, makes the difference; the different kind of bringing up, the different social environment, the different world-generation with all its altered customs, standards, and ideals. All these things widen the gulf which must be bridged to bring father and son together in sympathy and viewpoint.

2. The greater difficulty is the fact that the father, in growing older, has lost his youth, or rather his youthfulness. He has forgotten how it seemed to be a boy. The interests which absorbed him in his boyhood have been submerged in the colder tides of later life. The idealism, maybe, and the hero-worship and the noble altruism of adolescent days have been lost in the glare of life's realism. Perhaps the iconoclastic days have come, the saddest in human life. Imagination is dormant; memory is ineffective, dim, and fickle; boyish dreams and youthful visions forgotten. And the *feelings,* the surest criterion of age, are greatly changed. The finer emotions and the naïve enthusiasms the man has lost forever; and with these has lost youth. It is one of the needless tragedies of life that men thus lose their youthful joy and the zest for living, and with it the real sympathy of their own boys. What business has any boy's father a-growing old?—except in years and baldness—which don't count!

3. The father is often handicapped by his failure to understand his boy. Were his memory of

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his own boyhood efficient, he could interpret the boy in the light of his own boyhood, and understand his strangeness; but often the mother's intuition gets her close to the boy's heart. Sometimes the mysteries of the boy-soul are too subtle for either of them and they frankly confess they cannot understand the boy.

4. Not to multiply these reasons for the home-failure, I will mention just one other, a type of a number of very concrete suggestions which might be given—the failure of the parents to know where the boy spends his time. The fonder the parent, the more superficially precise the home-life, the more, of course, the boy reacts against propriety, and seeks the refreshing gales of the unconventional. Particularly, if the domestic discipline is of the petticoat order, the young chap, fearing, like creeping paralysis, his own ingrowing effeminacy, flees to the alley where he can shed kid gloves, hide his white necktie in his pocket, and assert his manhood. He comes home finally, not in the odor of sanctity, but with raiment sadly mussed and with clenched fists; there is glee in his face and oxygen in his lungs. Mother fumes and fusses. The boy naturally lies—and soon lies naturally. No one really knows where he has spent the day. His father is too busy to go and see.

In the light of these and similar difficulties, how can the boy's normal home relationships be promoted? Failure in life is a failure in adjustment. Given right relations between the members of the home group, and we need not worry for the boy.

§3. WHAT DOES "GETTING ALONG WELL TOGETHER" MEAN?

THE PRINCIPLES involved in this vital question can only be discovered as we analyze and define the term "normal home relationships."

1. Without question, the first essential is recognized parental responsibility. If the head of the household shirks, the boy must be expected to do likewise. The first duty, then, is to charge the father with the responsibility he has been shouldering onto the other agencies. Busy men must learn that they cannot hire the duties of fatherhood done by proxy. If a man has brought a boy into this world, he must stand by that boy. We must not allow him to think that he can farm out his duty to that boy—not for forty dollars a year pew rent, or ten dollars Boys' Club fee. The *in loco parentis* theory has proved a pitable failure. Outside agencies can do some things the father cannot do for the boy; but he only can do for that boy what the boy most needs. He must be made to understand it until he realizes that his business, his club, his lodge, all will seem petty to him compared to saving his boy.

I believe profoundly that most fathers can be counted on as susceptible to this appeal. Most men are at heart idealists. When you once get the modern boy's father to stop and think, he readily responds to the boy appeal, and will do absolutely anything for the boy's sake. *When the father reaches the point of self-sacrifice, the boy is probably safe.*

2. A primary essential in normal home relationships is the mutual reverence for personality. There is a golden mean, doubtless, between the suppression of the boy in the old Puritan home, where he was overwhelmed by the sense of his littleness, and the opposite fashion to-day, when occasionally the lone child in the home is made an insufferable egotist by the prominence given him on all occasions, and it is quite apparent that the youngster rules the household.

The normal relation makes the boy neither the tyrant nor the abject slave, but a person with both rights and duties, and because a person, therefore worthy of respect. A home is not merely a barracks where the parent commands and the boy obeys. This medieval conception must yield to the nobler ideal that the great purpose of the home is the sharing of life. Mutual self-giving for mutual good is the great home privilege. As the widest interpreters of this mutual welfare, the home group, the parents deserve obedience; but only as they respect the child's personality in seeking his obedience. For, among the first of boy's rights is the simple human right to be treated as a person.

I suspect that here begins the trouble in many a home. A rough, unappreciative father insults his boy's self-respect. His blunt command assumes the right to dominate. He is inconsiderate. Perhaps he is unreasonable. The boy rebels; or worse, he sullenly acquiesces and outwardly obeys. But that boy's sensitive nature is deeply scarred and his pride wounded, almost irreparably. As soon as he dares, he asserts his independence of his father. Probably he quits the house forever. If the father is wise enough to discover his error before it is too late, he will make atonement, at any cost, to prove his respect for that boy's eternal soul, and regain the boy's love and comradeship.

The attempt to force, to drive, to coerce, to compel a boy's obedience against his judgment and his will, is to ruin the peace of the home and make a ghastly chasm between father and son. To reverence the boy's person by treating him considerately and consulting him when his opinion is of the

slightest value, and taking him into the family councils whenever possible, is to teach him self-respect—a boy's moral capital—and the worth of his own growing manhood. Most boys will live up to your estimate of them. Treat them contemptuously, they become contemptible. Trust them, and they become trustworthy. Recognize their growing manliness, and you multiply it.

One great corollary of this important rule is this: How else can a father teach his boy to reverence his own person than by treating him with respect, because he is a person. Thus are self-respecting boys developed. And only self-respecting boys make respectable citizens.

3. Next to mutual respect comes mutual understanding and sympathy between father and son. This means the boy and his father must get acquainted, when often they are strangers.

In these days of industrial strain and suburban city life, thousands of fathers seldom see their infant children except when they are asleep. Too frequently the habit is continued through the years, and the rearing of the boys is left to the women and older children.

There's a handwriting on the wall for such a father. Whatever be the reason for his unfatherly neglect, if he does not take the trouble to get acquainted with his boy, he must not be surprised to find some day that that boy cares little for him; that he appreciates him merely for what he is worth to him in food and clothing. The home is for the sharing of life; that father has been a parental bankrupt, compromising in niggardly fashion merely on food and raiment and a place for shelter. Professor Coe says very truly, "If a choice must be made between living with one's children and any competing interest, whether the increase of wealth, social enjoyments, even philanthropic and religious activities, there should be no hesitation in choosing in favor of one's own children."

Because so many fathers prefer business or selfish pleasure to the comradeship of the boy at home, many a boy's life is blighted. On the other hand, many a boy has found at home the best chum a boy could have in the person of his father, and together they think and plan and frolic and chum, sharing each other's life. Thus the father learns the secret of perennial youth and lives again in the struggles of his boy. And the little chap, sharing his deepest confidences with the father-chum, learns the secret of life's most sacred messages and grows strong in a holy comradeship. You may bank on such a boy. Let him loose in the street; the gang won't hurt him. Send him to the public school; home he comes unscathed, for his father is his confidant, his trusted adviser, with whom he shares unreservedly all the day's experiences. That boy is immune. He is safe; let the world, the flesh, and the devil do their worst.

§4. HOW TO KNOW THE PSYCHOLOGY OF A CHILD

To GIVE my suggestions in merest outline, I suggest that earnest fathers of reasonable intelligence can be taught to discover when the boy is defective in his observation, his imagination, or his memory, and how to treat such defects. They can learn to observe how his mind works, whether he is a visualizer or an audile, or motor-minded, etc., and the clew will help them to understand him and how to help him. They can be taught how to develop his judgment in different fields to make him well balanced, and to help him to think for himself and form reasonable conclusions. If the boy is an emotional fellow, volatile, unreliable, or subject to fits of anger, then the father should discover how to overcome these tendencies. Conversely, if the boy is phlegmatic and passive, the father should learn the secret of arousing his enthusiasm and stirring his feelings of loyalty and patriotism and sympathy. He should lead the boy out of the egoism and selfishness inevitable in childhood, into the normal altruism and kind-heartedness of youth, and on to the finer ideals and nobler visions and deeper sympathies of later adolescence. If the boy is too matter-of-fact and commonplace, and his sense of the beautiful deficient, it should be stimulated, to enrich his own soul and develop his future happiness. Most boys will find their way to this through love of nature and appreciation of her beauties. The best art greatly helps, and the removal of abominations in the form of crude pictures in the home is always a kindness to the boy.

But it is in the field of will that the boy needs most attention psychologically. The enigma of misunderstood boyhood is often solved by careful study of the contrasting types of children, the impulsive child with the precipitate will and the backward child with the obstructed will. When once a father can locate his boy under one or the other, and thoroughly study the type, he may understand why the boy acts so queerly, and discover the special treatment he needs to make him normal. Space forbids me to develop this interesting contrast.

The father needs to know something of the power of suggestion; though if he is shrewd and tactful, he has intuitively found his way to the secret of this powerful agency. Certainly he must know the awful and the splendid possibilities of

the law of habit, the most important of moral subjects. The father should learn the different kinds of habitual decisions, to discover how he may pigeon-hole his boy's ordinary choices and how to help him to develop that nobility of character which comes in its fullness not from emotion or impulse, but from the regal function of conscious choice. Is the boy's will naturally reasonable, drifting, reckless, convertible, or strenuous? The wise father will discover and profit by his discovery in the guidance and particularly the religious training of his boy.

And lastly, the father should endeavor to discover and arouse the boy's native interests, the secret springs of his enthusiasms and his truest ambitions. When these are identified, the formula is discovered by which all the boy's life-problems can be worked out with ease and satisfaction; all needless factors eliminated, the *surds* rationalized, fractions reduced to a common denominator, and the unknown quantities in his personal equation reduced to their life values. The boy's interests, his immediate interests, and his ultimate profound interests, his life standards, and holiest ambitions—by all means let his father discover these and help his boy develop and secure them.

§5. BEING BUSY TOGETHER IS THE SECRET

When the father has come to understand the boy, and particularly the boy's life interests, the next thing is to keep the boy busy.

One family, not wealthy, either, fitted up a gymnasium in the attic to keep the boys at home—and went without new parlor furniture. What eminent good sense! Many wise parents introduce dark-rooms for photography, gas-rooms for chemistry, workrooms for carpentry, bug-rooms for natural history, even mushroom farms in the cellar, and so on through the whole fad chapter, and it all works splendidly. The boy likes his home, stays at home, and brings his friends home. What if accidents do happen! One boy of my acquaintance blew out the kitchen window with his homemade gunpowder, and located a new sort of torpedo on the sore-spot of the force pump, just when the servant-girl was ready to be frightened nearly to hysterics; and electrified all the doorknobs that happened to be metal, and shocked his father into mysterious chuckles and affectionate near-profanity. Never mind. Nobody cared. It saved the boy. Explosions were less harmful than drunks, and a broken window was more easily mended than a ruined boy. The same boy soon made his own telescope, a big one, too, and was the first to discover the arrival of the sun spots and inform the city of 40,000 people all about them, in an original article in the local paper. Keep your eye on boys like that.

Happy the home that can discover the boy's interests and keep him busy and contented at home. Particularly happy the home where the boys can share the home responsibilities and duties. In modern flat-life, of course, this is extremely difficult and much is lost thereby. Doing things together in the household, with mutual concessions and burden bearing, is a mighty binder together of hearts. As Professor Starbuck says, "It is the rule, not only outside the home but within it, that the strongest attachments spring up and happiness abounds when people are losing themselves in a common task. When people have honestly worked together, nothing can separate them." The stronger this community of interest is felt, in common toil or even hardship and suffering, the stronger the home ties.

THE GIRL IN THE HOME *

By Margaret Slattery

The girl in her teens, although she is able now and then through her imagination to transfer herself to a land of day-dreams, where all she desires is hers, for the most part is obliged to live in the everyday, and often she finds it hard.

But she is young—and one may always hope when in her teens. If she is ill, health may come in a few weeks, a month, a year at most. If she works hard, she may always hope for a "better place with more money," or by and by, just in the future a little way, a happy home of her own.

If she is struggling for an education, the joy of what she will be able to do someday sustains her. If she is a care-free girl with no burdens, one whose parents give her every advantage and strive to make her girlhood happy, life is one great joy and the future an even more wonderful dream.

*From "The Girl in Her Teens," by Margaret Slattery, copyrighted by The Pilgrim Press; used by permission.

But these girls, every one of them, are obliged to live in the ordinary world, and we who realize it must so train them that when they meet it in reality they will be able to live happily.

One reason why there is so much misery and unhappiness in home life to-day is because the girl in her teens is not trained to live. Even those who love her most say, "Oh she's young yet, there's time enough." Meantime habits are formed and when the "time" comes effective training is not possible. In spite of hopes, castles, day-dreams, most girls are destined to live amid the commonplaces of life, and unless we prepare them, many will fail to learn that

> "The trivial round, the common task
> Will furnish all we ought to ask;
> Room to deny ourselves, a road
> To bring us daily nearer God,"

and so insure our happiness.

As we try to plan how we may best help her to live, we ourselves meet the question, "What, after all, do we want her to be in this world of the everyday?"

It is a little hard to answer, we want so much for her, and yet it can all be summed up in one sentence, "We want her to be comfortable to live with."

When we stop to think of what a flood of blessing would come to this old world if all the girls now in their teens were comfortable to live with, and will be as they develop into full womanhood, we know no effort should be spared to make them so.

If the girl in her teens is comfortable to live with she will be content in the place where she is. She will have that sane satisfaction which is not apathy but which makes the best of what it has till something better can be found.

Very early in her teens the girl begins to pencil upon her face the first tiny lines which in later years, grown deep and heavy, will mark her discontent. There are so few faces that show their owners have learned to be content.

A girl friend of mine the other day said in a discouraged way, "Well, I wish Frances's mother felt differently about their home. Her mother is such a lovely cook, and their house is neat and pretty, too, but she will never let Frances have any of the girls to dinner because they haven't a maid. She wouldn't let even *me* go upstairs to Frances's room, and I know it must be so pretty by the way she describes it. It is too bad; we just love her, and we could have such good times. She can't accept our invitations very often because her mother won't let her entertain us. It is just too bad."

The girl was right. It was "too bad" to deprive Frances of the society of these girls, who, though they came from homes where more money was expended, would have so enjoyed her simple hospitality.

Although not meaning to do it, her mother is teaching Frances to place wrong values upon things, and her life will be narrowed and made more and more unhappy because the living-room is small, and the floor not of hardwood, but painted around the outside of the rug, and she will come to believe that happiness consists of possessions. When she marries, like thousands of other girls she will be unhappy unless her own new home is perfect in equipment from the start, she will want the new, "up-to-date" things faster than her husband's salary can supply them, and the long line of misery that follows may easily be hers.

If, instead, her mother could demonstrate that a neat, clean, and therefore attractive home is a fit place in which to entertain any friend by welcoming her daughter's friends for a good time, how quickly for that girl things would assume their right places in the scale of importance. We can help her to be happy and content by showing her in what very simple ways good times may be had.

If the girl in her teens grown to womanhood is to be comfortable to live with she must be trained to be kind. Kindness is born in unselfishness, and if we expect her to be unselfish, the days of her teens must be training days. She must be carefully guarded from daily association with women who speak cynically of life, and shielded from close contact with those whose conversation is invariably the criticism of their neighbors. She must be led to let her heart speak—the heart is rarely unjust and seldom unkind. Her thoughts must be continually turned, as were those of Frances Willard and Alice Freeman Palmer, toward her neighbors in need, until a world-sympathy is born in her, and the joy of helping makes her keen to help. The girl to whose lips almost involuntarily spring the words "Let me help you" will not find it so easy to utter the cutting word or the phrase that leaves a sting. A real interest in "the other girl" will tend to make her unselfish.

If she is comfortable to live with she must be thoughtful. Thoughtfulness also has its birth in unselfishness. The girl wrapped up in thoughts of herself has little time to be concerned with others, and demands invariably that she be the center of the circle. She does not make others comfortable and is not good to live with.

The girl who is good to live with in the world

of the everyday shares her joys and pleasures with the family. How many times I have seen a tired mother forget her cares listening to the recital of her daughter's "good times"! Her petty little annoyances, her disappointments, she keeps to herself.

After all, when we sum up the qualities of the girl in her teens which endear her to everyone, and make her good to live with, we can put them under the one word unselfish. If she is this, then she will apply herself to her studies; she will remember her mother's burdens and not add to them; she will think of all she owes to her father and show her gratitude to him; she will be a helpful friend to the boys and girls with whom she associates, and she will have a good time, as the unselfish girl invariably does.

In her life in the everyday, no matter what her circumstances may be, the girl is constantly tempted to live below her best. The temptation to be disagreeable about the household tasks that fall to her, to forget the errand she is asked to do, to be careless about her room, to leave things for her mother to put away, to be impatient with the younger brothers and sisters—all these things are so easy. Not to yield to them requires constant watchfulness and struggle.

In her school life she meets the temptation to neglect her studies, and to spend too much time on the social side. Many girls are tempted to yield to petty deceptions; some are tempted to copy or exchange work; many are discourteous, and many more do nothing to make school life happy for any except those in their own "set." Some whose parents are so unwise as to leave them without knowledge or protection fall into temptations from which they never escape.

Wherever the girl in her teens finds herself she needs someone to make her want to be her best amidst all the things which tend to pull her down. She needs strong words that will show her to herself in all her weakness making her ashamed if she has yielded, and at the same time arousing in her the determination not to yield again.

"Play is the symbol and interpreter of liberty. . . . God has purposely set the beginning of the natural life in a mood that foreshadows the last and highest chapter of immortal character."—*Horace Bushnell.*

FRIENDSHIPS

THE LITTLE CHILD'S NEED FOR CHILD FRIENDS

By Mrs. Alice Corbin Sies

Every child inherits naturally a desire for companionship with children his own age, as well as with grown-ups. Both are necessary. Companionship with children gives one kind of social training; companionship with adults, another.

In observing the difference in the result when our boy played constantly with me, and when he enjoyed the companionship of children his own age, I stumbled upon some interesting facts. First, I noticed that he became elated and that his personality seemed expanded when he was playing with children his own age. There was not perhaps the swift and sure flow of sympathy and ready speech that I noticed when with me. But his personality became different; he developed new attitudes and new ways of doing things. It seemed quite evident that he was changing in ways I was powerless to make him change because of the fact that I was adult. One day I heard him beg a little neighbor to come over and play in his sand-pile. His beseeching tones made no impression upon the little lady, who busied herself in her garden without any sign of interest except to answer "No!" R. looked heartbroken, and running to me for sympathy, cried out, "Mother, she won't come over!" As he hid his face against mine I realized that what he craved and needed was another little personality feeling as he felt, acting as he acted, and even at times behaving in quite new and unexpected ways. And I, his mother, although I had spent years in companionship with children, could not hope fully to supply this need.

§2. LIMITATIONS IN ADULT COMPANIONSHIP

It was at one time possible for me to observe daily, for a considerable period, the behavior of an only child who had been alone a great deal with her mother. Because of the refinement of her mother's personality, this child appeared superior and more attractive than children usually do. Yet, placed with children her own age, she appeared at a disadvantage. She did not know how to defend herself against their aggressions, nor was she trained to co-operate with them in their play. She had not developed the social weapons of defense and offense necessary in group play.

§3. CHILDREN LEARN HOW TO ACT BY THE WAY THEIR ACTS ARE RECEIVED

Our boy learned, early in his third year, that little friends went home if he pushed them about or monopolized the toys. It was in play with other children that he found it did not pay to hit or strike. The early appearance of this tendency had troubled me not a little. I tried holding his hands after such acts, taking him away from the group, and other forms of discipline. Finally I instructed a child two years older to hit him back. I shall never forget the look on his face when this particular playmate did hit back. And I saw at once the effectiveness of this swift, just, sudden judgment. Not long afterwards, when I was dressing R. he struck at me playfully with considerable force. I devised a hand-tagging game which interested for awhile. Still the impulse persisted, returning again and again. Remembering the effect of the child's return blow I paused and said quietly, "It hurts; I'll show you how it feels!" And I administered one swift blow, smiling and saying, "Do *you* like it?" He looked surprised and put both arms about my neck, dropping his head on my shoulder. Somehow I had assisted him to see the social result of this purely playful yet socially harmful act.

Even during the third year he would start to strike, so strong was the natural tendency in this particular child, then hold his hand suspended in the air as reason told him to stop.

We mothers are often too protective in our attitude toward our children. Because we believe them to be immature we shield them from the consequences of their mistakes and often make it impossible for them to learn by experience. Play with other children is invaluable in showing up these prime necessities of behavior.

I once saw a fond parent playing "Pussy-wants-a-corner" with his little daughter and three or four other children. He schemed to give his little daughter unfair advantages, and thus helped her to change places successfully. If limited to his companionship, what chance had this little girl to learn through play how to be fair, and to win honestly the points of the game?

§4. ADULT INTERFERENCE IN CHILDREN'S PLAY

During the third year I found that my supervision was very necessary if play with other children was to prove profitable. Not that I needed to interfere constantly, but I found it best to be near enough to see that sudden conflicts in the possession of the toys did not lead to throwing toys and blocks about promiscuously. A child of this age is too young to be told to count ten before he acts, as we adults sometimes do. In childhood many instincts pull for different kinds of behavior. A child usually acts in the direction toward which the strongest and quickest instinct pulls him. Often we mothers can attract a child's attention away from the object of his wrath and thus give him a chance to get himself under control before he wreaks vengeance on property and playmates. This does not mean that we should protect our children from the effects of their misdemeanors. Nothing could be more harmful than to prevent them from learning by experience. Where neither property nor life is threatened it seems safest to let our children act naturally, and learn by their little mistakes how to act differently. Sometimes a warning is sufficient.

When I saw our boy monopolizing a treasured toy I sometimes suggested that his little friend would go home if he kept the toy to himself, then left him free to decide what to do. And he soon learned that it *paid* to be *generous* and to *co-operate in play*. When I played with him I demanded my turn and fair play. R. soon learned that I expected this kind of treatment and gave it. He would often offer me a treasured iron engine as an inducement to play, keeping a less highly prized wooden engine for his own use.

In conclusion, it was the result of my own observations that if I wished our boy to have a happy, all-around development, he must play with other children. I therefore decided to accept the inevitable drawbacks seen in certain undesirable habits copied from other children, as well as to accept the advantages such play afforded.

OBTAINING FRIENDS FOR THE LITTLE CHILD

By Mrs. Preston F. Gass

Very little children of two and three years require the companionship of other children in work and play as much as those of recognized kindergarten age. The child of two is intensely interested in the activities of children four, five, and six years old, and is able to imitate, enlarge his knowledge and experience, and even share in their activities. The activities of the adults about him, while they can be imitated and in some measure shared by him, cannot have the same value in his mental or physical development.

When Daddy saws a large board with a large saw, the two-year-old is interested; but when the four-year-old saws a small board with a small saw, possibly making some toy that will be used by the little one, he is more than interested—he saws wood as soon as he can. Watch an adult try to amuse this two-year-old with a new box of blocks. Invariably the blocks are piled high for steps, towers, arches, and so forth, and the little child finds great delight in sending the blocks tumbling with a crash to the floor. He takes no particular pleasure in the building of one block upon another, and we think he has not yet reached the age for building. Now the group of older children making structures with these same blocks do not pile them one upon another, but lay them side by side, to form the walls of a house for the doll or a barn for the woolly dog. And immediately the little one is interested—not in tumbling the blocks down, however, but in laying them beside each other, one after another.

Many mothers realize this need of their children to have group activity, but know of no way in which to bring the group together until they are ready for the regular kindergarten. It can

be accomplished in almost any home, however, if the mother is willing to devote a few hours a day to working and playing with the children in the immediate neighborhood under school age, or those at home for the long summer vacation.

Whenever the weather will permit, activities are best carried on out of doors and very little equipment is necessary; a sand-pile if possible, an unused kitchen table, or wide board laid on any available foundation, with boxes for seats or the little chairs which each child may bring from home. The materials already on hand for use by the children in the home, such as balls, bean-bags, blocks, Mother Goose and other story books, will serve the whole group. The other mothers of the neighborhood are sure to be willing to contribute, for the use of all, materials which their own children possess, and each child can bring some of his pennies for the purchase of paper, paste, crayolas, and so forth.

§1. OUR HOME NEIGHBORHOOD NURSERY

Perhaps an account of our experiment will serve best to show how the nursery school can be carried on in an ordinary home. We lived in a sparsely settled suburb of a large city, and the only available kindergarten for the children immediately about us was situated at such a distance that none of the mothers would permit them to attend. Our group consisted of our own boy of two years, another child of the same age, three children of four years, two of five, and two of six.

Fortunately, when we built our six-room bungalow, we provided a nursery for our little ones, a large practical room with fireplace and built-in shelves, so that our group found space for all indoor activities there. Any room not needed for other purposes at the time of the school session might be used equally well.

As a center for outdoor work and play we had a sand-pile under the trees. This had been left by the builders, and to close it in, the children dug trenches on four sides, into which we inserted planks.

Two of the mothers had old kitchen tables not in use. The legs we cut off at the right height for children to work at, and several children contributed their little chairs. A trip to a lumber mill near by provided us with all the soft-wood boards needed for making things with little saws and hammers, some of them being cut up into building blocks to supplement those we already had.

For pets we had goldfish, a mother bunny with little ones, and our own tiny baby of three months. The baby served as a center for many of our doings; many times our songs were sung to him, our houses of blocks made for him, our table constructed for him. The children watched him grow through the months, and he was the real main-spring of our group-life.

§2. THE ADVANTAGES OF SUCH A NURSERY-SCHOOL

Since the group was made up of children of varying ages, each younger child depended on an older for leadership, assistance, and consideration. The five and six-year-olds learned to lend a hand to the four-year-olds and to be patient and kind with the littlest ones.

Having a neighborhood nursery-school has a tremendous advantage for the busy mother who has difficulty in finding time for uninterrupted work and play with her own child. Children will play contentedly together for long hours, especially if they are provided with a few materials to work with. And as the hours of the nursery-school become known in the vicinity, the children confine their visits more and more to this time. The whole routine of housework is acomplished more quickly and in better spirits when at the same time the mind is occupied with the learning of stories, finger-plays, songs, games, and so forth, and on the planning of work for the children.

The nursery neighborhood-school not only affords the busy mother in the ordinary home a means of giving the right kind of training to her own child, but it provides the opportunity for knowing in an intimate and unusually happy relationship the children who are to be his playmates for a number of years.

CHOOSING COMPANIONS FOR THE OLDER CHILD

By Mrs. Harriet Hickox Heller

A wise man said, "Send your son to college and the boys will educate him"; but boys begin that process of education I believe at about the third grade. If parents realized their comparatively insignificant position from the boy's standpoint, their discipline and management would

sometimes be quite different. The majority of mothers lose their vital hold on their sons when they are about ten years old. At that time particularly, the mother must, if she would remain powerful, be so through the friends that the boy has chosen. The question sometimes arises: Shall children choose their own friends? One thinks as sensible a question would be: Shall children chew their own food? Material may indeed be presented to tempt your appetite, but it is only you who can masticate and assimilate it. You may possibly have some influence over your children in the selection of their friends, but the actual choice, I am sure, must always remain a personal matter. It is indeed very perplexing that children have so little respect for the well-laid distinctions of society, and that the boy across the alley is almost universally more attractive than the boy across the street. That fact brings us face to face with another very frequently repeated question: Shall the mother know all her children's friends?

A comparatively few families live in a protected and restricted area where they will not naturally come in contact with any but people of their own social ilk. Doubtless such a locality is the protection that any wise parent would make for his children if he could.

§2. KNOW ALL YOUR CHILD'S FRIENDS

Your child surely will choose his friends from the people with whom he comes in contact. You can rely somewhat upon the influence of children whose parents you know and approve, but doubtless, happily for the democracy in which we profess to believe, for the few families thus protected there are thousands who must take their share of the good and evil that the community in which they live presents. To come back to the question: Shall a mother know all of the friends of her eight or nine-year-old boy? My reply would be, Know them cordially, hospitably, and play fair enough to try to put everyone in the best possible light. If the boy your son picks up is actually a fine character, you want to know it, that you may give the boys the benefit of each other. If merely his manners are crude, association with you will improve them. If his thought is base, it will be much more likely to reveal itself to your boy's eyes after his friend has been in your house and in contact with the things that your boy prizes. Opposition on your part will only clothe the lad with added charm. Things right themselves. Know all your children's friends. Help along all their schemes. You are no longer the one chum of your boy, but you may be one of his dozen friends if you manage right. A cave in the back yard about which Mother knows and a few things swiped from the larder to be eaten up as a delectable repast is a much safer path through certain stages of development, than the one that may develop if you complain of the clay tracked into the house, the loss of a piece of cake, or the various inconveniences that come from furnishing headquarters for the bunch. Maybe you and Dad can take the whole gang fishing. You cannot overestimate the importance of such expeditions as that.

§3. WHY NOT HANDLE THE GANG CO-OPERATIVELY?

Many mothers are willing to have their own children play with their neighbors' so long as they do so entirely on the home lot. If every mother took the same position, there would be no playmates. We usually have to grant a reasonable amount of interchange. Why can this not be done co-operatively? In one neighborhood six mothers agreed to be responsible, each in turn, for the play of all their children for the six week days. Each child brought one toy to the playplace for the day. By that plan each mother got five days of rest and all the children pooled their play and playthings.

By the time boys and girls get to be ten years of age, they organize into gangs, boys with boys and girls with girls. Puffer tells us that, allowing for two or three pairs of brothers in the same gang, each group will commonly represent at least a half-dozen households, and these households, he properly insists, ought to be able to provide the gang with the essentials of profitable existence. Somewhere in those families, there should be at least one spare room, one large back yard, and one father, uncle, or big brother, who likes boys. Somewhere in those families there ought to be country relatives or the owner of some real camping ground. The only thing, he continues, for the group of households related to one another through a gang to do, is to recognize their relationship and live up to it. The father who has no room for a shop can put up the money for bats and balls; the mother who cannot stand the boys' racket can provide food for the summer trip. Somehow or other, six reasonably well-to-do households, if only they will stand together, can always manage to give the gang about all it needs for its best efficiency. The activities of the gang have been so thoroughly studied that there would seem to be no excuse if we do not understand them. For example, Sheldon found that sixty per cent. of boys' gangs had athletics as

their chief activity; that seventeen per cent. engaged in tramping, building, hunting, fighting, and preying; that eight and one-half per cent. were industrial in character, while associations for literary purposes comprised only thirteen and one-half per cent. Since eighty per cent. of those interested in athletics play such group games as baseball and football, evidently every gang must have level space for play. Since seventy-four per cent. engage in such industries as hunting, fishing, building huts, and going about the woods, they should have access to a forest. Since sixty-eight per cent. go in swimming, they should have a swimming-hole, and since sixty-seven per cent. of them enjoy "plaguing people," they evidently need a chaperon or an adult counselor and advocate.

§4. BOY-AND-GIRL FRIENDSHIPS

The friendships of little girls after four or five years, when they begin going to school, are much more easily controlled than those of boys. It is, however, equally vital to continue to be one of the chums of your girl when you have ceased to be the only one.

We have not made up our minds exactly what we would choose if we could have it, in relation to the matter of the association of girls and boys when they have reached the charmed adolescent stage. A few courageous souls declare that, ideally, girls and boys should be chums from the kindergarten on, simulating the interest which they may not feel when they are little in order to make more convenient the expression of the interest which they do feel when they are older. Others equally earnest would be glad to have children more or less separated both in school and in play from the time they leave the unconscious little-child time until they are distinctly young man and young woman. The situation is, however, rather more local than individual. Only the exceptional people can actually carry out a plan at variance with the neighborhood.

The parent-comrade again has an inning with his child at the adolescent period. There is much that your boy wishes to do, and he is very ignorant. He will be happy to have Mother tell him, or at least, if he knows already, to have her re-enforce his opinion as to just how he is to be the courteous and decorous young gallant. As we attack our problem more intelligently, we shall become more helpful to our young people on the side of their formal expression of admiration, courtesy, and affection for the little partners of their choice. The adolescent period is pre-eminently the time for the formation of ideals. Perhaps no other generation has lived whose ideals need to be so lofty and whose perceptions need to be so clear as those of this generation. Never before has there been a clearer call for the translation of will and determination into character. Can we steady the boys and girls to their achievement? The things which we have taken lightly, to which we have given scorn and ridicule, are, if we see our matter clearly, steps by which our children mount to the best. Whether they ascend, or trip and fall, depends largely upon the companions with whom they associate. Among those companions should be some who have traveled the way before.

Most communities would be made happier if they would agree to the establishment of certain customs in the social life of their young people. If there was one night in the week when everybody stayed at home that arrangement would help somewhat. Perhaps even if there was one night only in the week when girls received calls at home, that custom would steady matters. We are indeed in a very transitory state in most communities as to just what expression should be given to the natural longing of young folks to be together.

THE NEIGHBORHOOD FUN CLUB

By Mrs. Dora Ladd Keyes

My husband and I feel that the eight dollars we invested in a fence for a play-yard for our two boys were well spent. The play-yard is fifteen feet square and contains a little cherry tree, some grass, and a large space from which grass has long since disappeared. Here we put a big sandpile which, when wet, supplies dough for all sorts of delectable bakery products, and when dry affords opportunities for constructing bridges and mysterious tunnels.

The play-yard is the place for tea-parties in the "hungry middle of the afternoon." It has not only supplied the needs of our own children, but is quite the social center of the neighborhood—too much so, one mother sometimes thinks!

Play in the play-yard is undirected so long as harmony prevails. Children learn there to give and take, to adjust themselves to each other, and to co-operate. They also develop the initiative that makes for leadership.

The neighborhood is the next larger natural group after the family, and prepares the child

for a conception of the community. In the summer I invite the children of the neighborhood—about sixteen in all—to come to our big lawn twice a week and join in our "Twilight Play Circle." During the winter I also invite them to come once a week to play indoors. We call the winter meetings our "Neighborhood Fun Club." I took my neighborhood as I found it, and the children vary from three-year-olds to two eighth-grade girls. One of the latter plays the piano for us and the other helps in numberless ways. I serve no refreshments.

Last winter we learned three simple folk dances and a number of the beautiful games that are so deeply rooted in the early social experiences of the race, such as "London Bridge," and "Here we go 'round the mulberry bush."

We also played other games suitable for a large number of children indoors, and learned about thirty riddles. Children who could read prepared special contributions, such as child poems of Eugene Field and Robert Louis Stevenson. Two little girls sang duets for us, and one day we had a little guest who taught us some very charming solo dances which were based on Mother Goose rhymes.

The children's love of the dramatic was shown by their fondness for guessing pantomimes. A child usually planned a pantomime beforehand and then invited others to help him work it out for the rest to guess. Our pantomime material was drawn largely from Mother Goose, Æsop's Fables and well-known fairy-tales.

Our "Fun Club" takes some of my precious spare time, as well as a considerable amount of energy, but I feel that it pays for myself as well as for the children. It makes me realize what Froebel's friend meant when he said, "It is like a fresh bath for the human soul when we dare to be children again with children."

THE PROBLEM OF YOUNG PEOPLE'S SOCIAL ORGANIZATIONS

By Mrs. Elaine Goodale Eastman

The social life of young people in their teens falls chiefly within two classes: club life with those of their own sex, and somewhat more formal association with those of the opposite sex. Both are needed for all-round development, and both should be controlled and safe-guarded rather than belittled or suppressed.

Probably no better forms of club life have been devised for the average adolescent than the Boy Scouts, Girl Scouts, Woodcraft League, Y.M.C.A., Y.W.C.A., Y.M.H.A., and Y.W.H.A., which encourage and develop a physique, resourcefulness, initiative, courage, loyalty, comradeship, and, indeed, all the fundamental virtues. They are big, democratic, and inspiring, and provide for that wise leadership without which the club is apt to degenerate into the irresponsible "gang." There are also the school athletic clubs, which are excellent when they do not unduly stress mere physical prowess and the competitive spirit. It is better for the youth to learn to co-operate than to compete, if he is to get in line with the spirit of a new age.

Dramatic and musical activities, either within or outside these organizations, are always educational, but one must avoid the error of belonging to too many clubs, which will surely detract from the solidarity of the home. The secret societies are quite generally recognized as undesirable in high schools, because they are undemocratic and because they lead to various extravagances not readily checked.

THE PROBLEM OF SOCIAL DANCES

Apparently the favorite diversion of our boys and girls, if not of their parents and grandparents, is still the dancing party, and the "new dances" seem to have won their cause in the face of much protest. Doubtless they may be danced with as much propriety—or impropriety—as the older waltz and two-step. It is safe to say that the high-school dance should be confined to Friday evenings in term-time, that it may not interfere with either sleep or study hours. An understanding among the mothers on this important point is highly desirable. It is best to restrict the invitations to a limited circle so that no undesirable acquaintances may be made, and the party should be over early, at ten or eleven at the latest. Let the dresses, the decorations, the refreshments, be simple and unostentatious, and always bear in mind that young folks between fourteen and eighteen are still just boys and girls, not make-believe men and women, and that the more childlike their pleasures, the safer their future happiness. The girls should be called for after the party by father, brother, or maid, and not left to the escort of their youthful swains—a custom which is not sanctioned in the best society.

THE QUESTION OF PETTING

By Max J. Exner, M.D.

Director of the Department of Educational Measures of the American Social Hygiene Association

In the general trend in recent years toward freedom, there has been manifested among young people the impulse to taste life in all its phases, and in no respect more frankly than in their social relationship; so much so, that there has developed what some believe to be the chief diversion among young people—the promiscuous play-at-love, popularly known as petting. And with youth's exasperating way of asking embarrassing questions they have faced the protests of their elders with "What's the harm?" The question being met mostly with conventional taboo and evasion, the young people have kept on petting. The challenge is fair, and if we have no answer that can inspire youth to convinced personal choice, we may not appropriately reprove or condemn.

While, on the one hand, there is no need to attribute to young people the reckless frivolity that many do, on the other hand, the matter is not to be passed off so lightly as others are inclined to do, for essentially we are dealing with the supreme source of human happiness—love. On the cultivation of the affections in adolescent years depends, more than on anything else, the development of the permanent personality, happiness, and social reactions of the individual. Does petting enhance or hinder a fine culture of the affectional life?

Let me first say a word by way of encouragement of friendships and companionships between the sexes. Attraction toward the other sex and craving for their companionship are among the most deep-seated native impulses of every normal individual. They, above all else, give life flavor, meaning, and inspiration. Each is to the other the complement, the "unsatisfied valence," without which life cannot reach its fullest realization, no matter what may be its other compensations. Can any more ennobling, more inspiring influence come into the life of young people than well-chosen and finely nurtured friendships with the opposite sex? In my opinion the principle of co-education is thoroughly sound.

Sex companionship is necessary for normal growth of the personality. When of the right sort, it is the most effective aid to a wise control and refinement of the sex urge. Separation of the sexes does not minimize these impulses; it renders them more insistent—and more subtly so. The World War strikingly revealed this fact. When we took great masses of men out of their normal setting and placed them in military camps, away from wholesome companionship with women, sex tension among the men was greatly increased. In the moral conservation program which was developed in the army no measure proved more fruitful than the service of fine women among the troops. The testimony of the extent to which their presence helped men to hold on to their ideals and resist the pull toward savagery is striking.

It is important that young people should have many companionships among the opposite sex rather than that they confine themselves too closely to single friendships. No two personalities are alike. The stimulus, the educative and refining influence, and the satisfaction of natural social needs which come from companionships with a variety of well-chosen persons, contribute generously toward a well-rounded personality. Such diversity in friendships will tend to bring to the affectional life an intellectual quality, one of fine discrimination, and will lessen the chances of being swayed by a blind, muddling infatuation—often mistaken for love. Young people whose range of companionship with the opposite sex has been too greatly restricted are seriously handicapped in the most vital of all life's choices—the choice of a mate.

Young men and young women need not be prudish in their friendships. They need not be afraid of one another. Many well-meaning parents and teachers seek to discourage sex-companionships among young people on the assumption that each sex is a danger to the other. This is a great mistake. Much in the present tendency among young people toward greater freedom in their sex-social life is wholesome. The only danger in freedom is the misuse of it. Such freedom as is consistent with full respect for the personality of the companion is desirable. Without having tested mutual responsiveness with a variety of persons of the other sex, how can a young man or woman be expected to make an intelligent choice of a mate? Moreover, the question may well be raised as to whether a limited degree of physical intimacy between young people, especially those who are engaged, when guided by a quality of character that stops short of the danger point, may not serve to release sex tensions and sublimate the whole relationship.

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Such tensions are a price of civilization. Animals and man on the savage and barbarian levels do not experience these tensions. When the sex urge periodically arises, it is gratified like any routine want. With the advance of civilization came a more gradual approach to, and progressive postponement of, marriage and sex relations. With this postponement of physical culmination came also the growth of courtship, of the finer psychic qualities of love, the considerate restraints, the uplifting substitutes, and thereby the delicate social graces, ideals, and virtues which raise love-life infinitely above the animal and savage levels and give it high esthetic and spiritual meaning. But these higher types of affection and of social life are bought at the price of self-discipline, of conscious postponement of satisfaction of natural desires. It means tensions and strains which create for youth no light problem of self-control. It may be that greater freedom in sex-social relations of young people than has been sanctioned in the repressive training of young people in the past may serve to give a degree of wholesome release to sex tension and to render companionships more wholesomely social. It brings the fight for self-mastery into the open, as a definite, intelligent repression of recognized desires for equally recognized and tremendously rewarding goals. To win in such a fight is the highest possible use of the new freedom.

But the testing of love's responses between a young man and a young woman does not call for a full abandonment to physical impulses such as petters are inclined to indulge in. Love's impulses lie close to the surface. It does not require abandonment to physical expression to reveal hidden fires, to sense the magnetism of the personality, and to discover natures that are attuned to one another. Indeed it is such abandonment that tends at first to blind one against discrimination in the higher personal values and in the end to bring disillusionment and misery to both. Intelligent choice of a mate must look not only to mutual physical attraction but more so to harmony of tastes, feelings, desires, aspirations, appreciations, and of temperament. It must weigh spiritual more than physical values. The sheer physical gratifications require none of the individuality needed for true mating. Physical gratification can be given and received, as a rule, by anybody and everybody. The life-mate, however, must possess characteristics more individualized than the capacity to gratify physical hunger. But this consideration is likely to be swept aside when the merely physical urges are over-stimulated. The best marriages are not begun because of physical attraction alone. But many marriages that end in failure do begin in just this poorer way. Petting is likely to lead to such mismating by over-stimulating the merely physical urges and blinding one to the more essential personal qualities and the more subtle harmonies which are required for a lifelong companionship and enduring happiness. These necessary gifts of discrimination and appreciation are not inborn. They must be cultivated and developed in friendships and companionships in the years of the teens, when love is developing from bud to bloom. And they are not to be cultivated by promiscuous petting.

Young people often seek to justify petting by the simple statement, "It is natural," implying that what is natural is right and good. They are supported in this by a group of present-day writers who are seeking to develop a philosophy and ethics of naturalness. They insist upon freedom from repression and social restraints for the individual, and advocate full and free expression and satisfaction of natural impulses.

Obviously the course of civilization has been one of progressive departure from the natural to the artificial. Hunger for food is one of the most powerful natural urges. Nature provides the materials for satisfying that urge. The natural way to satisfy it is to eat food raw as nature has served it. Yet man has learned to cook it, to combine its varieties, to blend its flavors, and to decorate it in numberless ways to tease the appetite and enhance the pleasure of eating. Man has learned to make food not only good but beautiful.

Again, the "natural" way to eat is to grab one's bone, away from others if necessary, and run into a corner or on top of a rock to devour it with all speed until it is safely down. That is the normal response to the natural urge, and it gives full satisfaction *on that level.* But man has learned to enhance the pleasure of eating by exercising self-restraint and eating socially. He has added to the mere satisfaction of physical hunger the pleasure of social intercourse, of companionship, of sharing with others, until to-day the act of eating has come to be the central feature of our sociability. By departing from nature, and in this sense becoming artificial, man has gained in eating a greater, richer, more enduring satisfaction *on a higher level of life.*

The sex urge, which is the basis of love, is another powerful human hunger. Its *natural* satisfaction is found in the savage, in whom sex expression takes the shortest route between desire and satisfaction on a physical plane, unembellished by the artifices of love. It is the way of the animal. But in this, too, man has learned to increase his satisfactions by the art of court-

ship, by long-circuiting sex expression through the whole wide range of esthetic, affectional, and social appeal of which he has become capable. By self-restraint, by delay, and by limiting sex satisfaction on the animal level he has gained an infinitely richer and more lasting satisfaction of his natural impulses.

In his departure from the natural to the artificial, man has in one direction developed perversions which tend to make him more beastly; in another direction he has developed lust into love. Even so all that we boast of in civilization as an advance over the life of the savage has been achieved by passing from natural to artificial modes of life.

Is then the petter's reply, "It is natural," a valid justification? Does it not rather imply an acceptance of the lesser for the greater gift?

Petting is, as I have said, play at love. It is mock love. It stimulates the intimacies of genuine love which in marriage normally find their culmination in the rarest of all intimacies—the full physical and spiritual union of two personalities.

Love on high levels is characterized by a fine balance between its physical and spiritual elements, and also by freedom from promiscuity, because love is the most definitely personal of all human relationships.

The object of love is full identification of one's self with another personality. To this there is no satiety, no end of progress, no imposition, no regrets. This is the acid test of its genuineness. When love shifts its objective from a personality to a variety of casual and shallow experiences it becomes a mockery. Love's symbols and intimacies lose their psychic and spiritual meaning and minister mainly to the animal sense. Necessarily then, mock love tends to limit the development of the most precious elements and capacities of the personality, and often becomes the beginning of disillusionment and cynical disregard of honor. In genuine love the deepest physical intimacies may serve love's highest spiritual ends. There need be no limit to such intimacies so long as they serve the spiritual enrichment of life. Indeed, it is the failure to cultivate and utilize these love capacities of mates in marriage to the full, the failure to cultivate "the art of love," that renders many marriages beyond the honeymoon stage dull and progressively unsatisfying. Anything which enhances the vividness of love's expression and enriches life is legitimate and fine.

No intimacy which serves these ends, even though simulated by those who have perverted love to base and commercial purposes, need offend the esthetic sense of lover mates. It is not that the lover has borrowed from the prostitute; rather that all those who make such mockery of of love have prostituted the art of the lover to serve primitive passion on a plane lower than that of the animals. But the physical intimacies which in genuine love become esthetic and spiritual to the highest degree and which serve to reveal to lovers the wealth of love's resources, become unlovely, vulgar, and degrading when employed in the promiscuous travesty of love. They lose love's meaning. It is because of this that young men and women should be prepared by education both to seek with singleness of purpose the highest uses of love, and to shun the casual indulgences which inevitably shut out the best.

Love's intimacies are, then, neither good nor bad in themselves. It is the conditions under which, and the ends for which, they are employed that determine their personal value and their ethics.

The drifting tendency of petting seems to head steadily toward a rather careless promiscuity. Physical thrills are the object sought, not the interplay of the whole of two personalities. Love made thus casual, and hence impersonal, is robbed of any lofty or permanent meaning. For young people who are disposed to consider these matters thoughtfully it is also important to realize that all love expressed on a physical plane alone is self-limiting. It can never satisfy the higher psychic longings and needs. It is subject to the law of diminishing returns. Is this not likely a reason why petters seek a variety of experiences?

This impersonality which is found in promiscuous petting must mean in the end that one person comes to exploit another for purely selfish conquest regardless of the consequences to that person. This is, of course, particularly true of prostitution, and it is one of the principal reasons why prostitution is so degrading to the individual and so destructive to society. But do we not have very much of the same element of exploitation in petting? Real love seeks to give, and finds its supreme satisfaction in the giving. It seeks the happiness and the good of the object of love, and it suffers at an injury to the person loved. The real lover aspires to personal development and perfection in order that he may the more richly contribute to the happiness of his mate in love. The petter seeks chiefly his own pleasure and uses other persons to that end as he would use a thing, each to be cast aside when it has served its purpose. Such exploitation of others must necessarily be destructive to the personal character of an exploiter. Being essentially selfish it must in a measure lower self-respect. And

we recognize self-respect as a first requisite to a soundly integrated personality.

Of course, there would probably be in most cases a mutual loss of respect for, naturally, each assigns to the other the same selfish motives which actuate him or her. One is bound to lose respect for the partner he exploits.

Many times, when in discussing these matters with college men who have sought to rationalize their petting experiences, I have said something like this:

"You realize, do you not, that these girls with whom you engage in petting do as a rule pet also with other men?" "Yes, of course."

"Is this the sort of girl you expect to marry?"

Usually the impulsive answer is, "Well, I should say Not!" and the answer is followed by confusion and embarrassment when they realize how they have exposed their ignoble motives and the selfishness of their position. They are willing to make a plaything of the girl who will permit it, but when it comes to choosing a love mate, they set for their choice a higher, more discriminating ideal. Whether or not we admit such an attitude to be altogether sound, it is, nevertheless, significant that men very largely take this attitude.

Even more serious than these effects is the possible irreparable damage to marriage that may result from this casual expression of the affections. Is it not a degrading of the marriage ideal? The most important factor in the development of human personality and character is the cultivation of tastes. The quality of the tastes which the individual cultivates will measure the level and quality of his life and his happiness, and none so much as his tastes in love. These are cultivated and determined during the years of the teens. Petting means the cultivation of low tastes and ideals in love. He whose musical tastes have been fed on jazz is not likely to rise to a full appreciation or rendering of a masterful symphony. Young people whose affectional capacities are cultivated by the mock-love of promiscuous petting and who thereby come to identify it with married love, are training for an order of marital life that tends to follow an ill-fated course through an exciting honeymoon, disillusionment, growing distaste, disharmony, maladjustment, and divorce. *The essential harm of petting lies in the fact that it is a cultivation of a low order of love.*

Another important consideration is the fact that petting is playing with fire. We humans are so constituted that one cannot indulge in intimate physical contact with one of the opposite sex toward whom he has a natural attraction without arousing deep responses over which he has but partial control. This is especially true in the developing years of adolescence when sex impulses are strong and the powers of self-control still immature. In petting each is assuming responsibility for creating for the other as well as for himself a serious problem in self-control. The great majority of departures from chastity do not occur with deliberate intent, but result from loss of self-control under the spell of imperious forces aroused by unwise intimacies.

As I have already intimated, deliberately to forego an immediate, limited satisfaction for the sake of reaching a fuller, more lasting one on a higher plane of life is the essence of human progress. It is the way to self-realization. It is the way to the fullness of life. Petting offers the immediate reaping of love thrills on a physical plane that are undeniably pleasurable and fascinating. But are they worth the price? And what is the price? The progressive limitation of power to carry life to the high altitudes of love's experience. Anyone who fritters away his emotional capacities in the cheap and limited adventures of promiscuous petting, who cultivates the love capacities on a cheap emotional level is never likely to know the ecstasy, the richness, the expanding, compelling power of love at its best, such love as alone can give to life its fullest meaning. As Luther Gulick said: "The deepest love and passion is so engrossing that there is no room for the many. The man who rushes up each little ascent will never get the great all-inclusive view. The mountaintop is reserved for those who give themselves to it with single heart and utter devotion."

MANNERS

IS YOUR CHILD WELL-BRED?

By Helen Gregg Green

I remarked to a friend the other day, "Do you think it well-bred for Jimsy to sit in the house with his hat on?"

"Oh, my dear, you are perfectly absurd! Jimsy's only five and a half."

Which was the prologue to a rather lengthy, and a bit hectic discussion of when, where, and how a child should acquire good breeding.

My friend contended that a parent need not bother with "such little things" until the child is old enough to become interested himself.

"When he is interested enough, he'll pick it up," she declared.

Good breeding is not picked up. It is either learned in childhood, or not at all. Of course a certain superficial type of good breeding may be acquired, but not the way-down-deep, always-have-had-it kind that is really charming and worth while.

A young banker in our town, a chap about twenty-one, has passed me repeatedly on the street, and spoken without so much as touching his hat. It seems unbelievable.

It should be as natural for a small boy to lift his hat at the proper time, to stand when a woman enters the room, and to do the hundred and one other little things that are so charming, as it is for him to eat three meals a day, and to go to Dreamland at night. If these habits are inculcated in youngsters at an early age, they will never be forgotten.

Then there are the many little things that children should be taught not to do, except in privacy.

I was calling at a friend's home the other day, when the son and heir of the household joined us on the porch. He was a handsome youngster, just ready for high school. He had no sooner sat down, than it was apparent he had tarried only long enough for a manicure. I could see his mother was very much embarrassed. Personally, I think she deserved to be.

She asked, "John, isn't your bedroom the place for that?"

John was unimpressed. His mother had spoken eight years too late. The manicure was completed with flying colors.

You can tell a well-bred child, one taught the many little niceties of life when quite young, by his lack of self-consciousness. This is the beauty of it all. This and his thoughtfulness.

And, after all, courtesy, charming manners and good-breeding are synonymous with forgetfulness of self.

MAKING GENTLEMEN AND GENTLEWOMEN

By Christine Terhune Herrick

How are we to define that unmistakable something, as subtle as an essence, that makes a gentleman or a gentlewoman? May good breeding be acquired as an art? and if so, where are we to seek the best professors? Who does not wish to give his children, above all other accomplishments, that inestimable branch of education, the manners of good society? What is learning, what are abilities, what are personal attractions, what is wealth, without this one supreme essential? A man may know as many languages as Mezzofanti, may have made scientific discoveries greater than those of Herschel or Darwin, may be as rich as a Rothschild, as brave as a Napier, yet if he has a habit of hesitating over his words, or twisting his limbs, of twiddling his thumbs,

of laughing boisterously, of doing or saying awkward trifles, of what account is he in society? So likewise of a woman. Though she were fair as Helen, skilled in all modern accomplishments, well-dressed, good-natured, generous, yet if her voice were over-loud, or her manner too confident; above all, if she were to put her knife in her mouth at dinner; who would think of her beauty, or her accomplishments, or her fine clothes?

§2. THE PRIMARY ESSENTIAL OF GOOD MANNERS

But we would by no means be understood to say that these mere outward observances constitute the essence of good manners. Neither gestures, nor tones, nor habits, can be accepted as infallible signs of good or ill breeding. Thumb-twiddling, and lolling, and knife-swallowing, are terrible habits enough, and would be, of course, sufficient to exclude any man or woman who practiced them from the precincts of good society; not only because they are in themselves offensive, but because they would point to foregone associations of a vulgar kind; but they do not of necessity prove that the primary essentials of good manners—the foundation, so to speak, upon which the edifice of good manners should be built—is wanting in those unfortunate persons who are guilty of the offenses in question. That foundation, that primary essential, is goodness—innate goodness, innate gentleness, innate unselfishness. Upon these qualities, and these alone, are based all these observances and customs which we class together under the head of good manners. And these good manners, be it remembered, do not merely consist in the art of bowing gracefully, of entering a room well, of talking easily, of being *au courant* with all the minor habits of the best society. A man may have all this, know all this, and yet, if he be selfish, or ill-natured, or untruthful, fail altogether of being a true gentleman. Good manners are far, indeed, from being the outward evidences of mere training and discipline. They are the kindly fruits of a refined nature. As just and elevated thoughts expressed in choice language are the index of a highly trained and well-regulated mind, so does every act, however unimportant, and every gesture, however insignificant, reveal the kindly, considerate, modest, loyal nature of the true gentleman and the true lady.

§3. SMILE AT THE THRICE-TOLD JEST AND YIELD THE CHOICEST DISH

Just as it may be shown that every form of salutation takes its origin either in some religious observance or some curious medieval ceremony, so may it also be shown that the simplest rules of etiquette are traceable, in their essence, to that unselfishness of nature, and that kindly consideration for others, which Ruskin defines as "fineness of nature," and adduces as the touchstone of genuine breeding. To listen with patience, however prosy our entertainer may be; to smile at the thrice-told jest; to yield the best seat, or the choicest dish, or the most amusing volume, are acts, not of mere civility, but of kindness and unselfishness. So of every other prescribed rule of social conduct—so of that abstinence from interruption or contradiction in conversation; of that suppression of a yawn; of that cheerful countenance concealing inward anxiety or weariness; of those perpetual endeavors to please and to seem pleased, which end by becoming a second nature to the really well-bred person. Analyze each one of these acts, and it resolves itself into a concession toward the feelings, the vanity, or the comfort of others. Its essence is unselfishness. Its animating spirit is forbearance. The proposition is demonstrable by a process of reversal. If goodness be the parent of politeness, is not badness the parent of vulgarity? Is not bad temper vulgar? Is not selfishness vulgar? Is not scandal vulgar? Are not greediness, egotism, inquisitiveness, prevarication, lying, and dishonesty, one and all, utterly vulgar? In a word, is not vice vulgar?

§4. HOW, THEN, SHALL GOOD BREEDING BE INSTILLED IN CHILDREN?

If, then, we desire that our children shall become ladies and gentlemen, can we make them so, think you, by lavishing money upon foreign professors, dancing masters, continental tours, tailors, and dressmakers? Ah, no! good breeding is far less costly, and begins far earlier than those things. Let our little ones be nurtured in an atmosphere of gentleness and kindness from the nursery upward; let them grow up in a home where a rude gesture or an ill-tempered word are alike unknown; where between father and mother, master and servant, mistress and maid, friend and friend, parent and child, prevails the law of truth, of kindness, of consideration for others, and forgetfulness of self. Can they carry into the world, whither we send them later, aught of coarseness, of untruthfulness, of slatternliness, of vulgarity, if their home has been orderly, if their parents have been refined, their servants well-mannered, their friends and playmates kind and carefully trained as themselves? Do we want our boys to succeed in the world; our girls to be admired and loved; their

tastes to be elegant; their language choice; their manners simple, charming, graceful; their friendships elevating?—then we must ourselves be what we would have our children to be, remembering the golden maxim, that good manners, like charity, must begin at home.

Good manners are an immense social force. We should therefore spare no pains to teach our children what to do, and what to avoid doing, in their pathway through life.

§5. GOOD MANNERS IN THE HOME

Manner is only to be defined by a series of negations. The well-bred person has no manner. The well-bred person is distinguished from the ill-bred person, not by what he does, but by what he leaves undone. The well-bred person just differs from the ill-bred person in that he knows what he ought not to do. The very best breeding consists chiefly in the utmost unobstrusiveness. To be well bred and well mannered, in short, is to keep down the *ego* upon every occasion; to control every expression of strong feeling; to be of noiseless bearing and gentle speech; to abstain from all that may hurt the feelings or prejudices of others; to make small sacrifices without seeming to make them; in a word, to remember that in society one lives for others and not for oneself.

But the politeness is not like a robe of state, to be worn only upon occasions of ceremony. In no place do the laws of etiquette bear more gratifying results than in the home circle, where, stripped of their mere formality, tempered with love, and fostered by all kindly impulses, they improve the character and bear their choicest fruits. A true gentlewoman will show as much courtesy, and observe all the little duties of politeness as unfailingly, toward her parents, husband, and family as toward the greatest strangers. A true gentleman will never forget that if he is bound to exercise courtesy and kindness in his intercourse with the world, he is doubly bound to do so in his intercourse with those who depend upon him for advice, protection, and example.

§6. POLITENESS IS THE SIGN OF INWARD AND SPIRITUAL GRACES

Etiquette may be defined as the minor morality of life. No observances, however minute, that tend to spare the feelings of others, can be classed under the head of trivialities; and politeness, which is but another name for general amiability, will oil the creaking wheels of life more effectually than any of those unguents supplied by mere wealth or station.

Etiquette is not politeness, but only the mere external vesture of it; too often the mere counterfeit. True politeness is the outward visible sign of inward spiritual graces. The manners of a gentleman are the index of his soul. His speech is innocent, because his life is pure; his thoughts are direct, because his actions are upright; his bearing is gentle, because his blood, and his impulses, and his training, are gentle also. A true gentleman is entirely free from every kind of pretense. He avoids homage, instead of exacting it. Mere ceremonies have no attraction for him. He seeks not to say civil things, but to do them. His hospitality, though hearty and sincere, will be strictly regulated by his means. His friends will be chosen for their good qualities and good manners; his servants, for their truthfulness and honesty; his occupations for their usefulness, or their gracefulness, or their elevating tendencies. And so we come around again to our first maxim; *i.e.*, that "good manners are kindly fruit of a refined nature."

§7. GOOD MANNERS IN WOMANKIND

And if this be true of mankind, how still more true is it of womankind! Granted that truthfulness, gracefulness, considerateness, unselfishness, are essential to the breeding of a true gentleman, how infinitely essential must they not be to the breeding of a true lady! That her tact should be even readier, her sympathies even tenderer, her instincts even finer, than those of the man, seems only fit and natural. In her all the minor observations of etiquette are absolutely indispensable. She must be even more upon her guard than a man in all those niceties of speech, look, and manner, which are the especial and indispensable credentials of good breeding. Every little drawing-room ceremonial, all the laws of precedence, the whole etiquette of hospitality, must be familiar to her. And even in these points, artificial though they be, her best guide, after all, is that kindness of heart which gives honor where honor is due, and which is ever anxious to spare the feelings and prejudices of others.

TEACHING THE RIGHT VALUES

By Lydia Lion Roberts

"My doll is nicer than yours. She cost five dollars."

"I don't care: my carriage cost 'most twenty dollars."

Listen to any group of children and sooner or later you will hear remarks similar to these about toys, games and clothes—sometimes even about furniture and food. Wondering why this was so, I determined to listen to adult conversation and see if by chance the trouble originated there.

"It is a beautiful picture; it cost five thousand dollars," was one remark I overheard.

"Her dress ought to be pretty, it cost sixty dollars," said an acquaintance.

"Isn't it a handsome necklace! The price was marked down from twenty-five dollars," commented another woman.

Everywhere I went, I heard money value attached to all manner of articles. Few persons in any group could seem to rise above this placing of the money tag on things under discussion. Yet, of course, the picture was not beautiful because of its cost but because of the artist's vision and skill; the dress was pretty on account of its material and the art of the designer, and the necklace was pleasing for the reason that it was a dream of lights and colors.

Is it any wonder that the children copy us and judge their possessions by the price? How much better it would be to teach them the value of line and color, to show them loveliness in the simple, everyday things, to train their eyes and minds to see the beauties all about us which are so precious yet cannot be tagged.

It is certainly unwise to bring up children to judge everything by a money standard. They should be taught that the price of an article is but one of the many distinguishing qualities. The workmanship which necessitated vision, study and achievement should be emphasized more than the money value.

"It must have taken the artist long years of study and patience to get that color," is a much finer way to bring a picture to a child's attention, than to intimate that the picture is expensive to purchase.

"It took me ten years to get the photograph of that wave," said the man who was exhibiting enlargements of unusual camera pictures when some people praised his work and exclaimed over the wonderful effects of sky, mist, and wave. And a mother who heard him speak so earnestly and lovingly about his work went home and told her children about it. She impressed them with the tireless patience and enthusiasm of the artist instead of dwelling on the price which his work commanded.

Watch your own conversation and you may be surprised to note how easily and flagrantly you have slipped into the fault of speaking of the money value of the things you see, wear, or eat.

There are many values in the world bigger than the money value, and the people who live the most serene, worthwhile lives, are ones who judge life and its benefits by other standards.

COMMUNITY LIFE AND CITIZENSHIP

PREPARING OUR CHILDREN FOR CITIZENSHIP

By Alice Wingate Frary

Our children are given regular instruction in citizenship in school, but the best that can be done for them there will not alone give them the urge toward helpful service in the community that they might have with the thoughtful co-operation of their parents. The talks, songs, and pageants of school have served to widen their vision and strengthen their grasp of the dramatic events of the past. Fathers and mothers can help them to express their appreciation of the time and country in which they live in terms of everyday service. To teach them that they have an important part in keeping a happy, well-ordered home and that the atmosphere of a community is the atmosphere of its homes, is to lay a foundation for substantial citizenship later. To add to this a sense of responsibility toward a younger child in one's own family or a friend's or toward animal pets, is at least to start the habit of considering the interests of others. Just to keep emphasizing these two points day after day so that they become a part of the children's lives is no small task in itself.

However eager a young person may be to serve his community, his impulse will be dissipated or accomplish harm rather than good unless his efforts are intelligent. A ten-year-old who was crocheting a gift for her grandmother remarked, "Even if it isn't done well Grandmother will like it because it's my work." How much more wholesome for the little girl it would have been if someone had insisted on the charm of offering a neatly made gift, that Grandmother's pleasure need not be marred by apologies. Organizations are too often hindered by the well-meaning but unskilled volunteer worker. The community life of the future will be enriched by every child who has learned to take pleasure in careful, finished work.

"We require from buildings as from men," writes Ruskin in "Stones of Venice" "two kinds of goodness; first the doing of their practical duty well, then that they be graceful and pleasing in doing it." This is one secret of acceptable service, that the doer shall find joy in his work rather than seek all his pleasure as a thing apart. This we can emphasize to our little citizens, showing them as consistently as possible that we do find joy in duties.

Our children will receive their firmest foundation in the matter of their responsibility toward the community from the stress which is laid by happy example and persistent teaching on the safe-guarding of the community welfare by the right sort of homes.

WALKS AND TALKS IN HOMETOWN

"Are there schools where you learn about guns and animals and mountains and foreign people?"
"I'd like lessons about the insides of animals, and about people in foreign countries, how engines work, and all that sort of thing."
"I wish school was over; I want to begin."—Peter, in "Joan and Peter," by H. G. Wells.

This wish of Peter's has often been echoed by boys and girls of kindergarten age. They are so interested in the "real things," and the real things close around them are so many.

Not long ago Elizabeth McCracken, in *Home Progress,* gave two instances of this alertness of

THE ENLARGING CIRCLES OF A CHILD'S LIFE

the children and of the wisdom with which their parents were quick to meet their curiosity.

§2. HE WANTED TO KNOW WHY HE WAS VACCINATED

"One Saturday afternoon I saw at the annual exhibit of the State Board of Health a man, one of my neighbors, with his little eight-year-old. The exhibit consisted of the customary display of charts and photographs, showing the nature of the year's work in relation to the milk-supply, the water-supply, the housing of the poor, and the prevention of contagious diseases. My neighbor is not a specialist in any one of these matters; his knowledge is merely that of an average good citizen. He went from one subject to the other, studying them. His boy followed close beside him, looking where his father looked—if with less interest at the charts, with as great an intentness at the photographs. As they made their way about the room given over to the exhibit, they talked, the boy asking questions, the father endeavoring to answer them.

"The small boy caught sight of me as I stood before one of the charts relating to the prevention

of contagious diseases, and ran across the room to me. "What are *you* looking at?" he said.

"'This chart,' I said. 'It shows how many people were vaccinated, doesn't it? Come over here and see the pictures of the calves from which the doctors get the stuff with which to vaccinate.'

"'Isn't this an odd place for a little boy on a Saturday afternoon?' I remarked to my neighbor a little later, when the boy had roamed to the other side of the room, out of hearing.

"'Not at all!' asserted the child's father. 'He was inquiring the other day why he had been vaccinated and why all the children at school had been vaccinated. Just before that he had asked where the water in the tap came from. This is just the place for him right now. It isn't odd at all for him to be here on a Saturday afternoon. It is much odder for *me*,' he continued with a smile. 'I'd naturally be playing golf! But when children begin to ask questions, one has to do something about answering them; and coming here seemed to be the best way of answering these newest questions of my boy's. I want him to learn about the connection of the State with these things, so he will be ready to do his part in them when he gets to the "voting age."'"

§3. WANTED TO KNOW ABOUT WEAVING

"'MAMMA,' I heard a little girl inquire recently, as she fingered a scrap of pink gingham of which her mother was making 'rompers' for the baby of the family, 'why are the threads of this cloth pink when you unravel it one way, and white when you unravel it the other?"

"The mother was busy; but she laid aside her sewing and explained to the child about the warp and the woof in weaving.

"'I don't *quite* see why *that* makes the threads pink one way and white the other,' the little girl said perplexedly, as the explanation was finished.

"The next day I got for the little girl, at a 'kindergarten supply' establishment, a box of the paper woofs and warps, so well known to kindergarten pupils. Not more than three or four days elapsed before I took them to the child, but I found that her busy mother had already provided her with some—pink and white, moreover, among other colors—and had taught the little girl how to weave with them.

"'She understands *now* why the threads of pink gingham are pink one way and white the other,' the mother observed."

§4. WHAT IS BEHIND THE SPIGOT

WATER comes into your house in a commonplace fashion, through a lead pipe and out of a tap. Have you ever taken your child on a drive or car ride to the place where these waters come from? Perhaps the source is a great pond with a lovely white stream pouring over a rocky dam in a woodland glade. Perhaps it is from wells, "daily bathing-places of light," where the image of the sun is rippled over sand or in the shadows mingled with the mobile figures of leaves.

In a similar way we can give the children at least some inkling of knowledge they will comprehend much better later, if we show them the lighting-plant, the power-house of the trolley company, the inside of a locomotive cab, and the whirring wheels of the cotton factory.

§5. APPRECIATING OUR PUBLIC SERVANTS

THE accompanying chart modified from one published in a circular of the "Young American Readers," issued by the J. B. Lippincott Company, will be found useful for a long time and in many ways in childhood education. It shows the enlarging circles of a child's life, how he grows out from the compact nest of the home, with its personal virtues, into the neighborhood, the school and church, the community, the world of nature, vocation, and the world life.

Take, now, the three circles just outside the family. Do we talk enough about the services rendered to us by our neighbors, the milkman, the grocer, the blacksmith, and the carpenter? Have the young children seen these men actually at work? Do they appreciate what an honest day's work is like? Do they realize how much care and skill and preparation go into their services? Do the children understand how much their own comfort depends upon them?

And so for the public servants—the policeman, the fireman, the postman, the street-cleaner, as well as the librarian, the minister, and the teacher—have we called the attention of the children to their daily work, and do they appreciate how all these workers are their friends? Do they distinguish in just what way each one is of service?

So we might go on into the larger spheres of which the child can realize so little at present, but which he is not likely to realize at all unless we shift him up where he can see.

To talk about these spheres and servants of the common good is not enough, but it is something, and it is more than most parents do for their children. Table-talk might be one of the most effective opportunities of the day, and it is usually the most wasted.

To read about these is an added privilege, and we wish to guide the parents into the pathways of such opportunities. But even better is it to see these at first-hand, and with a little trouble a mother and—of course, more readily—a father can bring their children into first-hand contact with all these instrumentalities for good in Home-town.

THE BROTHERHOOD OF MAN *

By Henry F. Cope, D.D.

The whole attitude of life is determined by the thought-atmosphere of the family. The greedy family makes the grafting citizens. The grasping home makes the pugnacious disturber of the public peace. Greater than the question whether you are a good citizen in your relation to the ballot-box is the one whether you are a cultivator of good citizenship in your home. No amount of Sunday-school teaching on the Beatitudes or week-day teaching on civics is going to overcome the down-drag of envious, anti-social thought and feeling and conversation in the home. Home action and attitude count for more than all besides.

It is equally true that no other influence can offset the salutary power of a truly social home, that the easiest, most natural, and effective method of teaching social duty and unselfishness is to do our whole social duty unselfishly.

The infant approaches social living by the pathway of the society of the family. We all go out into life through widening circles; first the mother's arms, then the family, the neighborhood, the city, the state, the nation, the world life. Each circle prepares for the next. The family is the child's social order; its life is his training for the larger life of national and human brotherhood.

All the moral and religious problems of the family find a focus in the purpose of preparing persons for social living. The family justifies its cost to society in the contribution which it makes in trained and motived lives. Its first duty is to prepare the coming generation to live in a religious society, in one which will steadily move toward the divine ideal of perfect family relations through brotherhood and fatherhood. Its business is not to get children ready for Heaven, but to train them to make all life heavenly. Its aim is not to train children who will not tear down the parents' reputation, but to train men and women who will build up the actual worth and beauty of all lives.

The realization, in the family, of the purpose of training youth to social living and service in the religious spirit depends on two things: a spirit and passion in the family for social justice and order, and the direction of the activities of the family toward training in social usefulness.

For goodness is as contagious as badness. Children catch the spirit of social love and idealism in the family. Where men and women are deeply concerned with all that makes the world better for people, better for babies and mothers, for workers, and, above all, for the values of the spirit gained through leisure, opportunities, and higher incentives; where the family is more concerned with folks than with furniture; where habitually it thinks of people as the objects most of all worth seeking, worth investing in, there children will receive direction, habituation, and motivation for the life that binds them in glad love to the service of their fellows, and makes them think of all their life as the one great opportunity to serve, to make a better world, and to bring closer together God's great family.

TEACHING THE MEANING OF CITIZENSHIP

By Michael Vincent O'Shea

There is one subject which is rapidly coming to occupy first place in the work of teaching the young, not only in the elementary and high school but also in the home; and it is of supreme importance that it should be taught in a dynamic way. By way of introducing the problem with which we have to deal it may be asked: "Is there any good reason why one who lives in America should love his country?" Let one ask this question of the first ten adults one meets on the street or elsewhere and note the answer he receives. The majority of them will probably not be very clear or emphatic in their responses. Ask them what the country does to promote their welfare and most of them will be hazy and uncertain in their answers, because they have never thought in con-

*From "Religious Education in the Family," published by The University of Chicago Press; used by permission of the author and the publishers.

crete terms regarding the service which our country renders to all its citizens. I sometimes talk with adults who do not feel that the country is a real thing with a heart; it is to them a sort of abstract and remote thing which does not come close to the life of any one.

§2. DO CHILDREN LOVE THEIR COUNTRY?

WILL the persons who are reading these lines please ask their children at the first opportunity whether they really love their country? They will probably all be demonstrative in their assertions of affection and loyalty; but then ask them to explain why they love their country, and the responses will certainly be a revelation to many who have taken it for granted that young people really feel an attachment for our country and understand why they should have love for it.

I have visited in different sections of the country many classes in which pupils have been reciting in "civil government." I have heard lessons on Americanization. I have listened to recitations on the duties and responsibilities of each individual to the government. Further, I have heard pupils reproduce what they had learned about the way States, counties, cities, and districts are governed, but I have not often heard pupils say a word which would show that they were actually conceiving of the country, the State, the city, the town, and the district as playing an important role in determining their comfort, happiness, and feeling of security. I have frequently asked pupils during recitations in civil government to mention one thing the national government had done for them that day or week which had promoted their welfare, and the responses have rarely been satisfactory. As a rule, the pupils who have been questioned never connected the government directly with their own daily experiences. They did not think that the country had made it possible for them to have an education, or to earn their living, or to enjoy any other advantage. Pupils have said to me time and again that the clothing they wore, the food they ate, the houses they lived in, the automobiles they rode in, and so on, were earned as a result of their own industry or that of their parents; and they did not appreciate that the country had anything to do with the advantages which they enjoyed.

§3. REAL LOVE OF COUNTRY MUST MEAN SOMETHING PERSONAL

EVERY reader will undoubtedly agree that one cannot love any person or any thing unless that person or thing has some vital connection with his own life—is essential to his intellectual, physical, emotional, moral, or æsthetic well-being. We cannot have affection for a mere abstraction, or for anything that does not in any way affect our happiness or prosperity; so the chief requisite in developing love of country in young people is to lead them to feel that the country is very real and that without its constant assistance, watchfulness, protection, and guidance we would not have the comforts, the safety, and the freedom which we now enjoy.

We must begin with very concrete experiences to awaken a consciousness of the benefits which we receive from the government. Let us start with the school. "Who built the school building and equipped it with all that is needed to carry on the work? Who pays for the teachers and for the heat? Suppose that every pupil had to pay his share of the cost of these things, how many of them would have any schooling? There are children in some countries who cannot go to school, because there is no school for them to attend; and children in other countries who can attend school but for a short time because they cannot afford it, since they have to pay all the cost of their schooling. Most of the people in these countries go through life ignorant, and the only thing they know how to do is to work at hard manual labor. They do not have time or the means for enjoyment. They can earn scarcely enough food and clothing to keep body and soul together. But in most of the States in our country, everyone who wishes to do so and who is industrious and capable, may go to a free school for at least sixteen years—eight years in the elementary school, four years in the high school, and four years in the State university. Who is it that pays the expenses of all this education? The district, city, town, country, State, the United States, all help to pay it, so that every individual may make the most of his life. Every day a child is in school he is indebted to his country for the advantages he enjoys."

Again, the parent or teacher must lead the child to see that without the care and assistance received from his country he would constantly be exposed to dangers and hardships. Take his health, for instance. How could he protect himself in times of epidemic or scarlet fever, typhoid fever, yellow fever, cholera, or other diseases unless the town, city, country, State, and nation came to his aid? In other countries these diseases often kill a large part of the people because their countries do not give them the right kind of help in time of need. There is not a child of any age who cannot be impressed with this story. And when

the impression is made, let the parent or teacher ask: "Here we are receiving help all the time, so that we may keep well and enjoy life, and what should we do for the country that helps and protects us?"

Even a young child can be led to appreciate that the country is a very real thing, that it is constantly helping every person to solve his problems, and that without its aid we should all be helpless. This is why we should love our country and be loyal to it. It cannot go on helping every one unless every one will co-operate with it. Any one who stands in its way is an enemy of every one. Any person who accepts the benefits which our country offers him—and every one does accept them—and who is then unappreciative and disloyal is greedy and mean, and he does not deserve to receive any assistance.

§4. LOVING AMERICA'S STRENGTH WISELY

Young people admire and respect a person or a thing that is strong, powerful, and capable of meeting any emergency. Pupils ought to be impressed with the fact that America is a great, powerful, and courageous country. Sometimes parents think it is not desirable to speak of our nation as a great and powerful country, and so they miss one opportunity to arouse the admiratio affection, and loyalty of children. Young people cannot be made to admire a weak or flabby person or thing, and there cannot be any harm in indulging their love for strength and magnitude. The more a parent can impress upon his children the vast power and resources of our country the warmer attachment they will have for it.

Of course, our nation's vast power must be used in an honorable way. Young people do not like a bully. They admire a strong person if he is fair, if he will not pick on those who are smaller and weaker than he is himself; so we must not fail to impress our boys and girls with the fact, for fact it is, that our country is using its strength for the betterment of all people and not for the enslavement of any of them.

The American ideal is freedom for all people so long as they live in accord with rules and regulations which are essential to the welfare of all. While we have might, still we stand strongly against the idea that might makes right. No nation in the world's history has ever emphasized this so strongly as America has done both by precept and by example. A parent ought to put this idea before his children very concretely on every suitable occasion. Nothing will strengthen the admiration, affection, and loyalty of children as they grow older more than this idea of great strength held in check in order that those who are not so strong may have a chance to live their lives unhampered and unterrified.

BOY SCOUTS

By The Editorial Board of the Boy Scouts of America

The Boy Scout Movement is dedicated to making healthier, happier, better boys and potentially healthier, happier, better men. It is a sort of first aid to parents by supplying a wholesome, interesting, developing set of activities which occupy his out-of-school hours and divert his fearful and wonderful energies to constructive courses.

As every parent knows, the early teen age is a difficult one to manage and beset with strange pitfalls. By the time a boy is twelve he is already feeling the tug of the world outside home walls. He wants to be off with the crowd. He wants to do things, find out things for himself.

And Scouting comes in here opportunely with its program ready worked out, based on sound pedagogy and sure knowledge of boy nature. It gives the boy that "something to do" which he craves, something that is fun and in which he delights for its own sake, but something which is also worth doing, something which will help him to grow all round—physically, mentally, morally.

It utilizes the gang instinct. With his troop or his patrol the boy gets that delightful sense of comradeship which is the germ of every gang. But the Scout gang is organized, directed, purposeful, not a matter of chance or idle drifting. Together, Scouts learn knot-tying, signaling, first-aid work, swimming, nature study, campcraft, and hundreds of other fascinating pursuits. Together they hike and camp and together they carry on city clean-ups, anti-mosquito campaigns, fire drills, Red Cross work, and all the rest of the community Good Turns which are some of the most important phases of Scouting.

While he is off with his fellow Scouts, not even the most timid mother need worry about her son. For every Scout is taught to look after himself and others, to take no foolhardly risks,

to be "prepared" for any and all emergencies. Morever, no Scout hike or Scout camp is conducted without adult leadership. There is always the right kind of a man to help your boy have the right kind of a good time.

Every parent of a real Scout can testify that Scouting makes the boy pleasanter in the home, more cheerful, more obedient, more helpful, more reliable. The Scout Law has a way of sinking in unobstrusively but surely into his system. The daily Good Turn, which every Scout must perform, tends to crystallize the habit of cheerful service which is invaluable in the home. "A Scout is Trustworthy," runs the Law. He must do "exactly a given task." He is helpful, and helpfulness means "sharing the home duties." "A Scout is Cheerful. His obedience to orders is prompt and cheery. He never shirks nor grumbles at hardship." All this is in his Law, an obligation he has voluntarily taken upon himself and which he well knows he has to live up to if he is to be a real Scout, and not a sham one who wears the uniform but not the true spirit of Scouting.

The Scout Oath, too, is well worth careful consideration of every parent. On entering the Scout Movement a Boy Scout takes his pledge:

"On my honor I will do my best—

1. To do my duty to God and my country, and to obey the Scout Law;
2. To help other people at all times;
3. To keep myself physically strong, mentally awake, and morally straight."

That last phrase alone should recommend the whole movement to parents. For what parents are not anxious to have their sons "physically strong, mentally awake, and morally straight?" And what parents would neglect to investigate a movement which can give their sons a recreation-education program which has proved sheer delight and all-round benefit to thousands and thousands of boys the world over?

Remember that Scouting isn't trying to supersede your influence or teaching. It aims merely to reinforce what you are doing yourself to make your boy into the right kind of a man.

Remember, too, that there is a place in Scouting for every man who has a boy or who loves boys. As Scoutmaster, troop committeeman, local council member, examiner, such a man can stand side by side with his boy and others helping to make the Scout Movement the biggest boy's movement in the world.

THE GIRL SCOUTS

By Mrs. Jane Deeter Rippin

National Director, Girl Scouts

The Girl Scouts were organized in Savannah, Ga., in 1912, and were incorporated under the laws of the District of Columbia, in June, 1915.

§2. PURPOSE AND POLICY

The purpose of this organization is to help girls to realize the ideals of womanhood, as a preparation for their responsibilities in the home and service to the community. Its aim is to give girls through natural wholesome pleasures those habits of mind and body which will make them useful, responsible women.

This corporation favors no creed, party or sect, but cheerfully co-operates with any organization which shares its views for good which may be exercised by women in the home and in religious, social, and civic affairs.

§3. PROGRAM AND METHODS

The program follows the lines of women's activities, adapted to the capacities and interests of girls. Emphasis is placed on methods of training to develop initiative, self-control, self-reliance, and service to others, and in general the qualities of character of most worth in adult life.

The unit of organization is the patrol of eight Girl Scouts. One or more patrols form a troop and they are grouped, whenever possible, according to age and congeniality. The activities of the troop are developed through the Patrol System. The girls themselves appoint a Patrol Leader from among their own group, who soon discovers that she must be a leader, not only in name but in fact and in act. She develops. through initiative, the power of command to hold and lead those under her. As a member of the

troop, she has learned how to restrain herself, thus developing her own sense of responsibility. Above all, the Patrol System means for each individual the development of character.

It teaches group responsibility, and that the real aim in life is to "play the game" for the good of all, and not the individual, for the Girl Scout is trained at every turn to think of others, becoming unconscious of herself. Thus girls are taught unselfishness, simplicity, and freedom from self-consciousness, and gain a beauty which can never be developed in an individual who is self-centered. The Girl Scout does a good turn every day with a conscious desire to help others, and with no thought of self. To "look out and not in" is her constant practice.

Girl Scouting is founded on the principles and plans so ably developed by Sir Robert Baden-Powell for England which took shape in the Boy Scout program. This program has become the inheritance of boys and girls alike throughout twenty-seven great countries of the world. It has different names in different countries, and is somewhat modified to meet various conditions. In most countries the names for the boys and girls are identical, as in France, where they are merely the masculine and feminine forms of the same word. In England they are known as Girl Guides.

However, the plan for Girl Scouting is not a copy of the Boy Scout program; it is a development of the Girl Guide program which was also founded by Sir Robert Baden-Powell to meet the needs of the girls. The program used by the Girl Scouts, Inc., has been changed and adapted to meet the needs of the girls of our country.

The basic principles of Girl Scouting are found in the Promise and Laws. The Promise helps to develop loyalty toward God and Country, and Laws serve as a simple code which every girl can put into practice in her daily life.

§4. PROMISE

On my honor, I will Try:
To do my duty to God and my Country
To help other people at all times
To obey the Scout Laws

§5. LAWS

I. A Girl Scout's Honor is to be Trusted
II. A Girl Scout is Loyal
III. A Girl Scout's Duty is to be Useful and to Help Others
IV. A Girl Scout is a Friend to All, and a Sister to every other Girl Scout
V. A Girl Scout is Courteous
VI. A Girl Scout is a Friend to Animals
VII. A Girl Scout Obeys Orders
VIII. A Girl Scout is Cheerful
IX. A Girl Scout is Thrifty
X. A Girl Scout is Clean in Thought, Word and Deed

CAMP FIRE GIRLS

By Rowe Wright

Editor-in-chief, Department of Publications

Under the summer starlight a circle of girls gather around a blazing camp fire. In soft robes of brown they are, decked with gaily colored beads, and about the head of each a bright band of curious design. As the firelight throws its ruddy light on eager faces, the girls chant slowly, musically, in harmony with the whispering breeze and the voice of the fire, The Firemaker's Desire:

As Fuel is brought to the fire,
So I purpose to bring
My strength
My ambition
My heart's desire
My joy
And my sorrow
To the fire
Of Humankind,
For I will tend,
As my fathers have tended
And my fathers' fathers
Since time began,
The fire that is called
The love of man for man,
The love of man for God.

The voices float away on the wind. The fire flickers lower. The Council Fire of the Camp Fire Girls is over.

But the play and work and fellowship of Camp Fire Girls are by no means over. For the Council Fire but represents the formal and most solemn function of this organization which now numbers 170,000 girls in every state of the Union—and in eleven different countries all over the world. Camp Fire itself enters into the daily life

of its members, in their homes and schools, at play with their friends—for it is founded on a program of things to *do,* to do every day and in every place the Camp Fire Girls may be.

On March 17, 1911, the Camp Fire organization was started. A group of people, headed by Dr. and Mrs. Luther Halsey Gulick, conceived the idea of an organization for girls—much needed they felt—which would foster in the girls of today all that their mothers had most loved and cherished, and which would also build sturdy, self-reliant women to face the many new problems in this fast-changing age.

Having camped and worked and played with girls for many years, they knew that the way to make such an organization of any value would be to base their program, not on coercion, but on the aspirations and enthusiasms and desires of the girls themselves. They knew that almost all girls in their early teens were romantic, that the lure of adventure and the love of beauty were deep in their hearts, however demure they might look and seem. They knew that most girls were eager to try their sprouting wings to do things for themselves, interesting things, original things—not the mere tasks dictated by their parents and teachers.

And so the Camp Fire program was made up of things *to do*—things which would tempt each girl's ability and ambition. And secondly, it was based on an honor system, whereby awards, carrying certain distinction in Camp Fire circles, were given each girl for achievements in carrying out the Camp Fire program. And finally, Camp Fire appealed to romance by interweaving with its program of activities and its system of awards, a code of *symbols.* Each girl on entering Camp Fire was to choose for herself a symbol, which she believed most nearly expressed what deep in her heart she felt was *herself.* And the organization itself had a symbol, and certain national and special honors to be awarded had symbols.

The symbol for Camp Fire Girls organization was the crossed logs and flame—the age-old symbol for the hearth, the center of the home. In this symbol was an appeal for every girl, no matter what her disposition and temperament.

And Home Craft is the first of the activities of Camp Fire Girls. For such household tasks as cooking, planning the family menu, taking care of the children, cleaning and dusting, marketing and the like, flame-colored wooden beads are awarded. Each task—explicitly set down in the Camp Fire manual—must be well done and show a real proficiency before the honor is given.

Next to the Home Craft comes the Health Craft honors. These are bestowed on the girls achieving certain accomplishments in outdoor games and sports, in first aid, and in keeping health records. The color of the Health honor beads is red.

Brown beads are awarded for Camp Craft. These include adventurous things, like pitching tents, building fires in the rain, trail making, making fire without matches. There is not a Camp Fire Girl who is not proficient in at least one of these exciting feats.

Hand Craft honors are closely related to Home Craft, but also give opportunity for the artistically inclined girl to show her skill. Sewing, weaving, painting, carpentry, dyeing, designing, and decoration come under this head. Inasmuch as each Camp Fire Girl must design her own symbol, and her own head band, and must, on attaining the second rank of the organization, that of Fire Maker, decorate her own ceremonial robe, Hand Craft honors play a very important part in Camp Fire life.

Yellow beads are won for proficiency in business. Keeping of personal and group accounts, budgeting, living on an allowance, are some of the ways in which even girls in their teens can win honors in this quite adult craft.

Finally, there are the red, white, and blue beads, given for Citizenship Craft, a craft which represents the very essence of the Camp Fire spirit. For, while the development of each individual Camp Fire Girl is one object of the organization, the bigger goal is the realization of the individual's relation to all those about her, and the subordination of her own desires and ambitions to the good of the group and the good of all those in her community. So, the red, white, and blue honors, for co-operation in civic and religious and philanthropic activities of her town, are among the proudest honors Camp Fire Girls may win.

In this program of the seven crafts ample opportunity is given for every girl to excel in some way and for all girls to round out their personalities by at least a slight familiarity with activities "not just in her line." To give fullest opportunity, however, certain national and special honors are awarded for accomplishments not set down among the regular honors. The writing of a poem or story or article, musical performance, artistic photography, are some of the achievements that win these special honors.

The Camp Fire Girls are divided into ranks. First are the Novices, those who have just joined the organization; next the Woodgatherers; then the Fire Makers; and finally the Torchbearers, highest of rank. Nothing but a girl's standing in the Camp Fire organization and her proficiency in carrying out the program determine her rank.

The shy and the self-confident, the rich and the poor, the brilliant and the plodding—all alike have equal chance.

For with all its spirit of service, or because of it, Camp Fire aims to make life happier and fuller for all of its 170,000 members. In the comradeship and the good times of Camp Fire, the shy girl loses her self-consciousness; the bold girl learns that aggressiveness and arrogance are detrimental to camp spirit; the timid girl discovers that there are things in which she can excel; and the clever girl finds that being a "good sport" is a real achievement.

The activities of each Camp Fire group depend on the girls themselves. All of them have their weekly meetings, at which parties and hikes and co-operation in some community service are planned. In these plans the outdoor activities always play a large part. For the Camp Fire girl must be healthy and strong and happy in the great out-of-doors. Hikes, which are sometimes two and three days long, camping trips in summer, winter sports, are the regular custom in Camp Fire. All sorts of entertainments and plays occupy the girls during the winter months, in addition to their outdoor frolics. Whatever the ingenuity of a Camp Fire girl can devise, that she does.

A Camp Fire group may be formed of any six girls of eleven or over who wish to follow the Camp Fire program whose watchword is Service and whose slogan is WOHELO—standing for Work, Health, Love—and whose Law is

Seek Beauty
Give Service
Pursue Knowledge
Be Trustworthy
Hold on to Health
Glorify Work
Be Happy

Each group must have a Guardian, over 18 years of age, who acts as leader and sponsor. A Camp Fire manual and all instructions for organizing a group may be had by writing to the Camp Fire headquarters at 31 East 17th Street, New York, N. Y.

THE WOODCRAFT LEAGUE

By Philip D. Fagans

Formerly Executive Secretary of the Woodcraft League

"Aw, pop, you don't understand!"

A problem has come up. Father and Son look at it from different angles. The first explanation of this difference in opinion which comes to the boy, is that his father is getting old. He knows that Father doesn't play anymore—therefore, he is an old man and doesn't understand modern things.

And the boy is partly right, for one of the surest signs of old age is the lack of a playful spirit. The less a man plays the older he gets.

If Father and Son have common interests, they will be pretty likely to understand each other, particularly if they approach these things from the recreational standpoint.

Father realizes meantime, that even though he succeed in business, by neglecting his own son he will be a failure as a father. He knows, too, that a father with all the limitations that he has, is the only father his son has, and that he can do for him what no other man can do. But what can he do, and how shall he do it?

In the early days, our ancestors lived in the woods, and Father trained his son in woodcraft, or the science of living, by taking the boy with him and teaching him how to hunt, how to camp, how to make bow and arrow, tools, utensils, and all the knowledge of the woods. He taught him how to be alert, strong, and capable with his body. In a word, he taught him how to live.

Although we have moved out of the tent into the house, those same qualities which meant success then are the essentials of training to-day. And just as the kitten likes to toy with the spool, to creep up and pounce upon it, so the boy likes the woods, camping, handicraft, and the outdoors.

Realizing this keen interest which young people have in the thousand little things around them in nature, and their love for the woods and camping, the Woodcraft League of America has taken all these interests, plus actual training for life, and called it Woodcraft. Realizing, too, that a child's play makes him what he is, it aims to have the boy see that play is life, and to have older people approach play from the same standpoint.

Woodcraft is lifecraft. Through learning the secrets of the woods, through making things together through common recreation, Father and Son, Mother and Daughter, come to know each other and to like each other.

When Ernest Thompson Seton started the Woodcraft Movement, in 1902, he announced it as a "character-making movement with a blue-sky method for all ages and both sexes."

It is primarily an educational movement with outdoor activities.

It utilizes character-building forces in the form of recreation.

It works primarily with Woodcraft in its widest sense, which includes swimming, boating, camping, forestry, nature study, scouting, photography, etc.

It counts enormously on the magic of the campfire.

It establishes self-government with adult guidance.

It sums up training as perfect development with perfect self-control.

It recognizes the beauty of Common Things.

It never forgets the power of poetry, ceremony, romance, and the appeal to the imagination.

It aims to fix in the mind of your youth, with reproductive clearness, an ideal figure physically strong, a trained athlete, dignified, self-controlled, happy in helping, equipped for emergencies, wise in the ways of the woods, in touch with the world of men and affairs, not specialized, but of such all-round development that he can quickly make a specialist in any needy place, and filled with a religion that consists not of mere observances, but a well-considered plan of life that makes him desired and helpful here to-day.

One of the high ranks in the Woodcraft League is that of Sagamore, which is given when the member is granted twenty-four coups.

Recently a New York business man became a Sagamore. Previous to that, his son and daughter had been made Sagamores, then still more recently his wife was installed as a Sagamore. In the meantime, the next son is waiting to be the proper age when this family will have five Sagamores. When this family sits down to a meal, the children never say, "Aw, Pop, you don't understand," because their common experiences and interests have drawn them together, so that they are real friends in addition to the family relationship.

Many of the successful tribes have been formed by fathers and mothers, primarily for the benefit of their children, with the result that others have been brought in and others benefitted.

The laws of the Woodcraft League are:

FORTITUDE

1. Be brave. Courage is the noblest of all gifts.
2. Be silent while your elders are speaking, and otherwise show them deference.
3. Obey. Obedience is the first duty of the Woodcrafter.

BEAUTY

4. Be clean. Both yourself and the place you live in.
5. Understand and respect your body. It is the temple of the Spirit.
6. Be the friend of all harmless wild-life. Conserve the woods and flowers, and especially be ready to fight wild-fire in forest or in town.

TRUTH

7. Word of honor is sacred.
8. Play fair. Foul play is treachery.
9. Be reverent. Worship the Great Spirit and respect all worship of Him by others.

LOVE

10. Be kind. Do at least one act of unbargaining service every day.
11. Be helpful. Do your share of the work.
12. Be joyful. Seek the joy of being alive.

Every member must learn them and take an initiation test, which is given according to the weakness of the member.

A boy may be given the business test of bringing two or more willow or other rods of a given thickness, length, and appearance to a given place at a given time. Or a member may be given a test of keeping his mouth shut for six hours, not speaking once.

Woodcraft is good fun for the youngsters. It keeps grown-ups young. It shows how to have fun without spending money. It builds democracy. It builds character by holding up high ideals and laying emphasis on details. It stirs the soul by kindling the imagination.

But best of all, it keeps the family together, by giving them common recreational interests.

National Headquarters is always ready to give you information and to assist in getting Woodcrafters started.

THE KNIGHTS OF KING ARTHUR
AND
THE QUEENS OF AVALON

THE Knights of King Arthur is a fraternity, private but not secret, self-governing and under the control of the local Church. It is based upon the oldest English Christian legend, that of the Round Table. The value of this legendary material, so President G. Stanley Hall says, "is almost unparalleled for boys in the early teens." It is a revival of the nobler side of medieval chivalry. The thought is to fulfil the prophecy of King Arthur that he would return to reëstablish a kingdom of righteousness, honor, and service. The boys collectively are a Castle. Each boy takes the name of some ancient knight or of some hero, ancient or modern, and tries to represent his knightly traits. He starts as a Page, and undergoes a humorous, harmless but instructive initiation. The keynote in this stage of the boy's fraternity experience is Obedience. It is intended to take some of the conceit out of him and to give the adult leader a chance to watch him for his possibilities, while he, in turn, is learning how he will like his new relationships. After a season, when he has manifested evidences of the possession of the right spirit, he may be advanced to the rank of Esquire. The keynote of this stage is Habit.

The Esquires constitute usually the working body in the Castle, who are learning to live nobly and fraternally together. In order to become an Esquire, each boy must have had suitable instruction regarding the discipline of his body and concerning his personal ideals. He must also be able to give a short biography of his chosen hero. Still later he may be elevated to the rank of Knight, usually after he has become a member of his Church. The keynote of this stage is Service. Each boy is expected to begin his life in this degree by a "quest" for others. This rank focuses a boy's religious ideals and makes them practical, and adds to Church membership an abiding poetic touch. It is usually especially helpful in relation to the impending going away of the boys to school or to work. All of these ranks are open to every member who fulfils the required conditions of entrance.

§2. OFFICE-HOLDING, INITIATIONS, AND MEETINGS

IN THE Castle Hall there is a "Siege Perilous," which may be occupied only by such as have performed some worthy deed, recognized as such by the boys, and who thereafter are honored with the title of Baronet. Other higher ranks are open to all members who conform to the requirements. The boys themselves fill the various Castle offices, from Sentinel to King. The adult leader represents King Arthur's hoary counselor, Merlin.

There is a form of conducting Conclave, including all business, and giving a place for such kinds of entertainment as may be arranged. There are initiations for each degree, extremely interesting to all the boys. There are passwords, signs, signals, grips, etc., but no secrets from parents, teachers, and pastors. All meetings are open to adults. There is much emphasis on handicraft, athletics, and camping out.

§3. THE LIFE OF A MODERN CASTLE

THE ORDER gives a multitude of suggestions for carrying on a Castle, but no Merlin is obliged to follow them in detail. Each may select, modify, adapt, amplify, as he sees fit.

As in ancient days, each Castle has a life of its own. There are rituals and ceremonials of all possible forms and special festivals connected with installations, visitations and anniversaries. All these produce a beautiful fellowship which, in after years, is frequently looked back upon much as the college graduate looks back upon his fraternity. The legendary basis makes almost unlimited opportunity for individual reading and dreaming and planning and execution. The dreamer will read and dream, the doers may plan and do. Both are satisfied.

There are, of course, many Castle activities. There is always the spirit of play. Sometimes the Castle adopts some of the features of scouting, uses a gymnasium, engages in drills (not military), and organizes according to season its own athletic team. Debates are not unusual. The preparation of regalia and adornments for the Castle Hall calls forth an attractive variety of handicraft, and a number of Castles have even built themselves separate halls upon the Church grounds. The dramatic element is so plainly present that the majority of Castles give a King Arthur play, hold a public Conclave, or have

some other dramatic event as a culmination to their season. There are usually occasional meetings with the affiliated society of girls or with the girls of the parish in general. These, because of the chivalric tinge in the Castle itself, are always occasions in which courtesy and wholesomeness are characteristic. As springtime comes, the Castles go on hiking trips, hold "tournaments," or play games, and a great many of them conduct summer camps for their members. They often show their loyalty to the Church by attending in a body, either upon anniversaries or as often as once a month. The Castles engage, both individually and collectively, in a variety of Church activities and often constitute practically a boys' missionary society in a parish. As they grow older, they often take a pleasing interest in the younger boys, individuals becoming Sunday-school teachers or Castles being patrons for the juvenile organizations. As the boy thinks of himself as a champion of the needy, so he conceives of his Castle as a league for chivalrous service. This leads naturally to committal as a soldier of the army of God.

§4. WHAT THE ORDER HAS FOR GIRLS

It is not usual for girls to be organized with boys in this fraternity. There has grown up, especially adapted to their needs, a very beautiful organization called the Queens of Avalon. It may be organized parallel to the Castle of the Knights or entirely independently. The same ingenious reproduction of chivalry is worked out here with entirely new adaptations, and especial emphasis is laid upon maidenliness, housewifely arts, and the grace of ministration. The plan is very poetic and is especially useful to counteract certain coarse and unwholesome tendencies of the day. The religious ideal is central.

THE CHRISTIAN ASSOCIATIONS

The Christian Associations appreciate the primary place of the home, the church, the school, and recognized authority, as operative in the life of the boy or girl. They came into being to supplement these fundamental agencies in ways that may prove agreeable and practical.

Their primary object is not to build up a great independent institution, but to serve these fundamental agencies. They do not propose to take the place of the home in a young person's life, but are desirous of placing at the disposal of the home certain valuable helps in the way of trained leadership, program, and equipment that the home cannot of itself supply.

They are children of the church, called into being to provide for boys and girls certain features that the individual churches in the community cannot hope to provide. Their leadership, program, and equipment are available to the Church for the enrichment of *its* program. Their leadership is available for the training of church leaders of boys. They are an agency made possible by the churches, to bring a character-building program to all boys and girls of a city, using such ways and means as have proven acceptable and productive.

The Christian Associations are an agency to stimulate better school work on the part of boys and girls, and to aid with the moral and religious problems of the school. Through vital contacts with boys and girls, they help them in school, and provide supplementary education to thousands who work. The Associations are increasingly bringing a great moral and spiritual uplift to the school boy and girl.

The Christian Associations are servants of the community, endeavoring, in co-operation with the home, church, and school, to keep a community conscious of the presence of its child-life and the problems of childhood which should have their best attention, constantly stimulating the development of various ways whereby boys and girls are led out into service tasks to individuals, the community, the State, the Nation, and to God.

The Christian Citizenship Training Program has been developed from the many years of experience of the Associations working with boys and girls in these fundamental relationships. It is a graded, minimum program of activity, covering a wide range of interests under mental, physical, devotional, and service development. It emphasizes to the young the worth of home, church, school, industry, the world about them, as well as recognized authority in their lives, and leads them into a service attitude toward each of these relationships through their effort in its required and elective tests. Any leader of a group, or any agency or organization working with young people is privileged to use the program and to have the aid of the Association's equipment and organization as an ally and partner in work with young people.

The Christian Associations are a world-wide

fraternity of men and boys and women and girls interested in promulgating an all-round type of Christian manhood and womanhood by means of directed and purposeful activity. Wherever available they can be made a wonderful ally of the home in serving the boy and girl in innumerable ways through their wide range of clubs, classes, camps, conferences, and so forth. They never knowingly compete with the home, church, or school for the boy's or girl's time or interests. They are more interested in seeing every boy and girl in the community provided with a four-square program than they are in tying up the individual youth to themselves, and are rendering a great variety of helpful services to hundreds of thousands of young people the country over. The boy or girl who will get the most worth-while and lasting benefits from contacts with an active Christian Association will be the boy or girl whose parents help him to select wisely a certain activity for himself out of the widely variable program offered.

THE KNIGHTHOOD OF YOUTH

For the child, the Knighthood of Youth is a national movement in which he can win a place. It is an opportunity to join thousands of boys and girls in an adventure—the quest for character. A series of character exercises is provided for daily drill in honesty, kindness, promptness, thrift, and other good qualities, and the children are led to *practise* these exercises as knightly training. Then through titles and badges and heroes of character they are interested to keep the practice up until *habits* can be formed. They delight to keep their records on the exercise charts: "Daddy, won't you get me another Knighthood chart to-morrow? I just love checking my exercises with you," exclaimed a little girl who had just finished marking her record over thirty-two weeks.

§2. HOW IT HELPS PARENTS

The Knighthood gives mothers and fathers a pleasant daily reminder to take time for their children. Instead of the usual haphazard way of training children's character, it furnishes a definite and progressive plan. It shows parents how to do away with harshness and nagging and in place of resentment to win the co-operation of the children. It teaches parents and children to be comrades—to have "chum-time" together. "The Knighthood woke me up," writes a father, "to the fact that I was giving mighty little attention to my boy. It has compelled me to take an interest in him." Even in the best of homes the Knighthood serves to form or fortify good habits.

§3. HOW IT HELPS THE COMMUNITY

The Knighthood is an aid for all agencies working to make boys and girls good citizens. It solves a problem for the schools: it enables them to conduct a course of character training through the homes, in spite of the other demands on their time. The teachers distribute the exercise charts and the "Parents' Part in the Knighthood" to be taken home, and then co-operate with the parents in directing the work. Similarly Sunday schools, clubs and other institutions conduct the work, for the Knighthood does not require new leaders. It comes to the community not as one more organization but as a program—and a program that does not conflict with but supplements the church, the settlement, the club, etc. Furthermore, it does not cause a burden in expense. There are no membership fees; the cost for material for a year's work is under 35 cents a child.

THE JEWISH CENTER MOVEMENT

By The Jewish Welfare Board

The New York Young Men's Hebrew Association, now known as the Ninety-second Street Y. M. H. A., was begun in 1874 with no pretensions of a national enterprise. Its example, however, has been widely followed. The name proved popular and the program met a need that was general in communities wherever numbers of Jewish young people were located. The aims of the Y. M. H. A. were to provide a gathering place for the Jewish youth where they could meet socially, develop physically, and follow intellectual pursuits, in a Jewish environment that was also in consonance with the American spirit.

Because these various Y. M. H. Associations followed, according to their abilities, the pattern of the original association, they are essentially

alike. They began to recognize the similiarity of their problems and aims, and gradually built up district and State and regional organizations and a national organization. In this way, the Metropolitan League of Y. M. H. Associations in the New York district was formed. The Federations of Y. M. H. Associations of New Jersey, of Pennsylvania, of New England, etc., represent intra and inter-State groups of associations. The National Council of Young Men's Hebrew and Kindred Associations was formed in 1913 as the nation-wide body of Y. M. H. Associations under the leadership of Felix M. Warburg, who was at that time president of the Ninety-second Street Y. M. H. A.

Young Jewish women, recognizing the same natural needs as the young men, followed the example of the Y. M. H. A. and established organizations known as Y. W. H. Associations, or Ladies' Auxiliaries of Y. M. H. Associations. These societies became affiliated with the National Council so that the national organization represented a comprehensive Jewish youth movement, the largest in the United States.

Young Men's Hebrew Associations and Young Women's Hebrew Associations are tending to merge into one body in the various communities. A more representative and inclusive Jewish Community Center is the object, where all elements and all groups may meet for the discussion of common problems and where their needs for social life, recreation, and education and Jewish training would be met. Thus, the Y. M. H. A. and Y. W. H. A. have given rise to the combined Y. M. and Y. W. H. A., and the Jewish Community Center.

The National Council, during the eight years of its existence, promoted the development of associations and federations. This work is now being carried on more extensively by the Jewish Welfare Board which assumed the functions of the National Council in July, 1921.

A large number of the organizations employ professionally trained executives to administer the organizations and many other trained workers to conduct activities. An all-year-round program of Jewish cultural and educational activities, recreational activities, athletics, club work, entertainments, and other forms of leisure time activities is offered.

The ideal Jewish Community Center structure contains every modern facility for a community program: auditorium, gymnasium, swimming pool, locker and shower accommodations for men and women, game rooms for billiards, pool, bowling, checkers and the like, club and class rooms, lodge rooms, kitchen, dining and banquet facilities, and any other provision that is necessary in order to meet the requirements of the community.

Although the Jewish Center movement is still in the process of development, its efficacy in promoting community welfare is already apparent. Its future prospects of developing further are great, not only in view of recent achievements, but due in a larger measure to the fact that it meets a natural need in a wholesome, constructive manner. It serves as a common meeting ground for all groups in the community, thereby promoting a wholesome Jewish communal life. Its rich program of leisure time activities inculcates and fosters the highest ideals of good character and American citizenship.

COLUMBIAN SQUIRES

THE GREATEST problem that confronts society is the proper upbringing of youth. Time was when home and church adequately met this obligation, but with the development of a highly cultural civilization, need was felt of a third agency to take part in the training of the young, and thus came forth the school. Now, however, in the midst of the changed conditions of present-day society, one phase of which is a great increase in leisure time as a result of the invention and perfection of labor-saving machinery, there is pressing upon us the demand for a fourth agency to help hand over to the young their enriched social heritage, this agency to be called, perhaps, "The Free-Time Guidance of Youth."

In the case of the boy, the need for such a guiding influence is particularly pressing. The industrial revolution of the past century has driven industry from the home to the factory and the father has followed after. An age of specialization now compels professional and business men to herd together in the marts of commerce and trade and the ambitious father finds little time to give to his boy at home. Even the school, in its present development, with its teaching staff drawn largely from the ranks of women, has contributed to this process of robbing the boy of his natural right to constant contact with a man as his inspiration and model. Definite steps, therefore, must be taken to put the man back into the boy's life. This is the true significance of all programs planned for the free-time guidance of youth.

For a considerable period now, organizations have been conducting such programs in an admirable way. Support has not been lacking to them when they appealed to the public, because they have been functioning efficiently. They get results. Not only that—in many cases a large percentage of their clientèle has been made up of Catholic boys. Few, indeed, have been the places under Catholic auspices where our boys could find recreation and amusement. Little wonder then that they took advantage of such opportunities wherever available. It was to meet such a situation that the Holy Father called upon the Knights of Columbus to begin their recreational work in Rome, and he has given his hearty endorsement to the project of initiating similar free-time work wherever the Knights are established. The Hierarchy of the United States and Canada have likewise been generous in their approval of the project of the Knights of Columbus to undertake boy work as their major contribution to the country and the Church in the way of service.

The Knights seem peculiarly fitted to enter upon this work. They constitute the largest body of organized Catholic men in the United States and Canada. Their resources are in proportion. They know no bounds of race or nationality. Catholic boyhood of America will indeed be fortunate to be the object of their special solicitude. The response of the Supreme Body to the appeal of the Hierarchy of America, as well as to that of the Holy Father, has been both prompt and generous.

Assembled in Convention in Atlantic City, in 1922, a committee was appointed to be known as the Committee on Boy Life. This committee, after conferring with experts, reported to the Convention of 1923, in Montreal, and a Boy Life Bureau was established, to head-up all boy work as entered upon. Chief among the activities to be conducted was the creation and supervision of a junior order to be known as the Columbian Squires.

§2. ULTIMATE AIM AND IMMEDIATE OBJECTIVES

Education is now recognized as co-extensive with life. Any activity worth while in itself has educative value, if properly directed. At the outset, it is to be recognized that the program of the Columbian Squires in educative in character. Its general purpose is to lead Catholic youth into the "kingly constitution of their bodies, minds, and souls." In other words, character building through supervised free-time activity. In common, then, with all other educational agencies, its first task is to determine definitely its specific objectives. Only when this has been achieved can the second task be approached, that is the selection of materials for the program of activities, the carrying on of which, it is hoped, will achieve these objectives. Catholic philosophy of education well distinguishes between the ultimate aim of all education and immediate objectives. The worth of the latter is measured by their contribution to the achievement of the former. The immediate objectives, having for their specific purpose a definite contribution to this ultimate aim thus formulated, may well be distinguished as five. With the boy as the crude material with which we work, we wish to form—first (in the order in which these ends most obviously appear), a healthy human being; second, a worthy home member and a worthy citizen; third, a cultured gentleman; fourth, a person with a life-purpose preparing himself to be a self-supporting member of society; and fifth, a man of Christian character. The Program of Activities aims to contribute towards all these objectives. But just as one objective, for example, Christian character, is especially the task of the Church, or cultural education is that of the non-technical and non-professionalized school, so, too, the Columbian Squires, as a free-time program, appropriates one of these objectives as peculiarly its own, namely, worthy home membership and worthy citizenship.

The Columbian Squires is distinctly an older boy program. It is planned for this purpose, limited to boys who have attained their fifteenth birthday, and having for its specific purpose the promoting of the ultimate aim of Christian education as described above, "the transforming of the child of the flesh into a child of God," particularly as this can be done by a Program of Activities with major emphasis on the social-civic objective. It is first and foremost a school of citizenship. The qualities of citizenship it would inculcate are those preserved and developed in the Christian Catholic culture of the ages, interpreted in the light of American ideals of freedom and democracy. It may make its first appeal to the heart of the boy through organized athletics, but its primary aim, worthy home membership and worthy citizenship, must be kept constantly in mind to prevent its degeneration into an organization purely athletic in purpose. Character building is always first, not muscle making.

The supreme purpose of the organization of the Columbian Squires is character building. A Program of Activities, fivefold in nature, is pursued throughout an extended period to prepare the young Squires for Knighthood. The following outline sketches these activities in brief:

§3. PROGRAM OF ACTIVITIES

THE IDEA of the founders is to develop the members completely; therefore, there will be a five-fold program:

Religious—Inculcation of fidelity to prayer, Mass, Sacraments and the study of Christian Doctrine.

Cultural—Supplementary Reading, Art, Music, Public Speaking, Drama, Debates, Nature Study, Craftsmanship.

Educational—School subjects; Educational Guidance, Health Study, Arts and Crafts, Collections, Attendance.

Physical—Physical Training, Apparatus Work, Camp Craft, Team Games, Group Games, Aquatics.

Social-Civic—Home Duties, Social Accomplishments, Duties of Citizenship, Community Service, Boy Council, Boy Parliament.

§4. PROGRESS

AS A BOY masters his work during the season, he will be allowed to present himself for examination; in some cases, before the Counselor, in other cases, before a Board of Judges composed of Knights. The test will be held very seriously and the marks given will be only according to real merit.

THE AMERICAN YOUTH FOUNDATION

By JOHN L. ALEXANDER

Director of the American Youth Foundation

THE American Youth Foundation is incorporated under the laws of the State of Missouri as a non-profit "Pro forma Decree" institution for a period of fifty years.

The American Youth Foundation is committed to the discovery of personality in young people and their training for Christian leadership in Community Life through vocational, home, school, church, social, and municipal institutions. Service in the ideal of the American Youth Foundation is the doing of the everyday task so Christianly that the total of everyday living, including working, is a contribution to the Kingdom of God. It places whole-time Christian service in the home, factory, school, store, office, bank, church, and any place of Christian business life above the old idea of marginal, voluntary, or spare time service. All of life's activities should be Kingdom-service instead of merely the residue activity—the left-over time after making a living. The American Youth Foundation seeks to inculcate the idea of Christian Service among youth and the more effectively to carry on its assistance to Youth to personalize this view of Christian Service. The American Youth Foundation offers the services of its staff to any organization whose primary interest is in the development of youth. The American Youth Foundation is a service car that may be attached to any train. It has no geographic, auxiliary organizations and offers its services in the Cause of Youth wherever there is need and opportunity. By research, literature, experiment, conferences, platform addresses, and personal contacts, it seeks to enrich the activties of established institutions and organizations for the religious education of Youth.

The American Youth Foundation operates summer camps in various sections of the country and conducts Older Boys' and Older Girls' Camp-Conferences, Institutes for the Leaders of Youth, and Younger Boys' and Younger Girls' Recreational Camps. Special attention is invited to the Older Boys' and Older Girls' Camp-Conferences conducted at Camp Kiniwanca, Shelby, Michigan, and at Camp Merrowvista, Mountain View, New Hampshire. Particulars will be sent on request.

The American Youth Foundation has no official relationship with any organization. It is non-sectarian in its purpose and management and is dedicated to the religious educational welfare of American youth everywhere. Through it a group of specialists offer the experience of a lifetime working with youth to organizations whose interest is in youth—and to youth itself. It seeks friendly contacts with all Christian organizations.

A DEED AND A WORD

A little stream had lost its way
  Amid the grass and fern;
A passing stranger scooped a well,
  Where weary men might turn;
He walled it in, and hung with care
  A ladle at the brink;
He thought not of the deed he did,
  But judged that all might drink.
He passed again, and lo! the well,
  By Summer never dried,
Had cooled ten thousand parching tongues
  And saved a life beside.

A nameless man, amid a crowd
  That thronged the daily mart,
Let fall a word of hope and love,
  Unstudied, from the heart;
A whisper on the tumult thrown,
  A transitory breath—
It raised a brother from the dust,
  It saved a soul from death.
O germ! O fount! O word of love!
  O thought at random cast!
Ye were but little at the first,
  But mighty at the last.

—*Charles Mackay.*

MORAL AND SPIRITUAL DEVELOPMENT

Little hands, I leave to you
All the deeds I could not do.
Little feet, 'tis yours to fare
In the paths I did not dare.

Little eyes so heavenly bright,
Purge my dim and doubting sight.
Little heart, endure . . . endure,
Till we are wise and good and pure.

When men's lips shall praise thy name,
I shall slake my thirst for fame;
When love dawns in those dear eyes
I shall know all of Paradise.

Thou wilt answer what I ask,
Finish my unended task.
I must pass and thou wilt be
Henceforth my immortality.

—George Meason Whicher, in Scribner's.

TRAINING CHARACTER HABITS

THE VALUE OF GOOD HABITS

By A. B. Barnard

It is a truism that we are all "creatures of habit." Once possessed by this "effortless custodian of automatism" we cannot easily cast it aside; about six weeks have been allowed as the time usually necessary for breaking a habit. Hence the importance of forming good habits in children, and only good ones. Physiologically thought leaves a track in the brain tissue; repeat that thought again and again, the more definite and more easily traversed the track becomes. But the brain substance undergoes waste and renewal, so that if the thought and the habit resulting are to be continued, there must be constant repetition of it. Omit to do so, and other "habit" tracks can be laid down instead.

This means that a bad habit can be replaced by a good one, and involves the fact that education itself depends on laying down or modifying habit tracks in the brain, a process not accomplished in a day, but just as a rough path becomes by constant treading an easy walk, so in process of time, provided certain conditions are fulfilled, habit becomes second nature. The advantages of right habits are:

1. By repetition an act or thought, at first difficult, becomes easy.
2. The strain of conscious attention is minimized. Through practice a pianist ceases even to look at the keyboard.
3. The mind and body respond quickly and unerringly to the will as the result of habit.
4. The formation of good habits is the basis of morality and intellectual efficiency.

This is claiming much indeed for habit, but those who have trained children from infancy to manhood and womanhood will agree that it is not claiming too much. The foundation of habits of regularity in feeding, sleeping, personal cleanliness, neatness, and order can be laid the first day of existence; and early attempts at muscular control foreshadow all muscular movements. "There are few parents," says Miss C. M. Mason, "who would not labor diligently if for every month's labor they were able to endow one of their children with a large sum of money. But in a month a parent may begin to form a habit in his child of such value that money is a bagatelle by comparison."

HABIT FORMATION

By Olive Roberts
University of Montana

Mothers are often heard to say, "My children have such untidy habits, and I don't seem to be able to break them. I talk all day long, but it doesn't do any good."

No mother needs to endure her children's untidy habits, or any other undesirable habits, if she goes about training in the right way, and is willing to take a little trouble to carry it out. Four simple rules based on psychology, may serve to give such mothers an insight into the means of forming right habits. If carried out faithfully, these rules cannot fail to produce results.

First, decide for yourself what habit you wish to form. Then start enthusiastically and determinedly to break the old and launch the new one. Say to your children, "Beginning today, we are all going to hang up our wraps, and put our books and rubbers in the proper places when we come home from school. Let's see who remembers every time, and doesn't have to have Mother tell her once about it." Arouse as much enthusiasm as you can about the matter. Be careful that you do not start to break and form anew too many habits at one time. Select one or two habits to work on, and keep at them until you are reasonably sure they are well fixed. Then start another.

Second, permit no exceptions to occur after you have once started. No matter how good the intentions of the children are, they will lapse into the old ways after a few days. That is when you will have to work. You will find that eternal vigilance on your part will be the price of your children's good habits. When Mary comes home in a hurry to go out to play, she will throw her books on the nearest chair. Don't say, "Oh, well, she is little, and it is hard to remember all the time. I'll let it go this time." That is where you will fail. Even though Mary has already gone away to play, she should be called back immediately and told in a kind manner. "You forgot your books to-day. Put them away, and then you may go to play." One or two experiences of that kind will soon make Mary more careful.

Third, repeat the desirable action as often as possible. We all know that the habit is most firmly fixed which we have been practising longest. Seize every occasion to perform the act which you wish to become a habit, and its acquisition will come all the sooner.

Last of all, act, don't talk. As Professor James says, in his "Talks to Teachers," "Don't preach too much or abound in good talk in the abstract." When Mary throws her coat on the floor and her rubbers in the middle of the hall, don't tell her that nice little girls don't do those things, or that she is a careless girl and should know better, and a great deal more to that effect. Simply call her as soon as you discover what she has done, and tell her quietly and good-naturedly to put her things away immediately, and then see that she does it. Such treatment as this is far more effective than mere talking.

ANNIHILATING BAD HABITS

HOW A SPOILED CHILD BEGINS

By Katharine Beebe

When the new group comes to school in September its members can at once be roughly classified into two divisions; the trained and the untrained. The former are the teacher's delight, the latter her problem. The former can be led onward and upward by means of a normal and joyous activity without friction or loss of time. The latter must be worked over, wept over, experimented with, disciplined, and led as far along the road as their unfortunate variety of handicaps will permit.

The child whose everyday education has been a matter of conscious and conscientious effort is, at five years old, wide awake mentally, interested, active, self-controlled, obedient, sometimes well mannered, and always reasonable and teachable. The untrained child is unawakened, often slow of perception, uninteresting, self-conscious, foolishly unreasonable and lacking in self-control and the spirit of co-operation. His mother usually ascribes these characteristics to nervousness, and justly so, for the lack of training is apt to cause this condition.

Now what has happened at home to two such little creatures equally endowed at birth? What is the reason for this unhappy difference? The answer is in the fact that the mother of the one child, from the first intimation of his existence, has consciously and constantly reasoned with herself in some such way as this: "This little new life will come to me possessed with a growing body, an expanding mind, a developing soul. During the first years his growth will be so rapid and so vigorous that what he learns will set the tendencies for his whole future. He will get in proportion more education in the first five years than in the twenty which follow, and this education will be an everyday education. During all his waking hours he will be learning, observing, absorbing. Everything he sees, everything he hears, everything he does, will count. If I want him to be strong, alert, wise, and good I must begin at the beginning and carry on; I must learn from the best authorities how to care for his precious body; I must take counsel with experts in child-training for the sake of his opening mind; I must talk to him, walk with him, play with him, read to him; I must provide for him a place in which to play as well as to eat and sleep; I must see that he has playmates; I must teach him to play alone, to entertain himself; he must learn to love to work, first by helping me and later by having set tasks; I must know where he is and what he is doing all the time, and we two must be loving, sympathetic, intimate friends."

And that other mother—what does she say to herself consciously or subconsciously? Let us be honest and face the facts, for judging by her results it is something like this: "It is lovely to have this darling baby, and I am just going to enjoy him in my own way; I don't believe that people who make such a fuss about training children get on any better than those of us who don't bother about all this modern highbrow stuff. A mother knows best what to do for her own child. Of course I will take good care of his body, for I want him to be well, but for the first few years I am going to let him be a happy little animal. I don't like to play with children anyway, and reading to them is a bore. Besides, I am too busy. He can just play around as other children do and, when the time comes, go to the kindergarten and to school and be taught there. While he is at home and while he is my baby, I am going to do just as I want with him. Being my child, he will, of course, come out all right in the end."

Now sometimes he does, but in spite of home influences rather than because of them. Thanks to his teachers, his companions, and the sharp lessons of experience, he often manages to grow up a fairly decent man. But, oh, what he has missed! And alas for the powers of mind and soul which never unfolded, for the spiritual development unpossessed which might have been his!

On the other hand, often he doesn't develop well and, in view of this fact, how does any mother dare to take chances? For from the ranks of the so-called and well-called, "spoiled children" come the fretful, fractious, screaming, unhappy babies; the shy, self-conscious, and uncontrolled kindergarten children; the irresponsible scatter-brains of the public school, whose school life is one long series of adjustments between parents and teachers; those high-school students who arrive in college with no powers of work or concentration; the girl who is "boy crazy"; the boy who goes wrong. From this class are recruited those children whom every teacher knows; who have perverted ideas of the facts of life and bad physical habits; those youths and maidens whose lives are blighted on the threshold; those cases of adolescents which furnish newspaper articles sometimes with large headlines. In the light of the fact that these things are all about us, how does any mother dare to neglect that all-important thing—her child's everyday education?

THE "CROSS" CHILD

By Michael Vincent O'Shea

Judging from one's correspondence, most parents who have children must sooner or later deal with the problem of the "cross" child. And as our American life becomes more complex, the problem of "cross" children will become increasingly difficult. And why? First, because children in many homes are overtaxed nervously much of the time. Often in the homes of the well-to-do there is so much excitement, in all of which the children participate, that they become tense and irritable. In the homes of the poor, where a large number of individuals are crowded together in small space, the children are liable to be nervously unstrung. Children who have to live on the street, and are excessively stimulated by ceaseless noises and moving objects, can hardly avoid becoming "cross."

What does it mean for one to be "cross"? It means that he has lost his nervous balance, or control, or poise. Anyone, young or old, who loses his self-control will be likely to become cross or even ugly. Our fundamental instincts lead us to snap at people who deny us what we want in any way. Now, if we get into such a condition that we cannot control these instincts, then we will probably become irritable and disagreeable, or "cross." Doubtless every reader of these lines can remember periods in his own life when he was "off his base," as the phrase goes, and he probably said and did things at such times that he would never think of doing on other occasions when he had himself well in hand.

Sometimes children are "cross" who are apparently not overstimulated either in the home or outside. In such cases, the chances are that there is some error in their diet or in their habits of living. Children who live on soft, super-refined foods will not be properly nourished; and what is worse, the system will not be able to rid itself of toxic or poisonous products. These latter accumulate in the body and irritate the nervous system. It is a frequent saying that when one's liver is off duty he becomes disagreeable, ugly, irascible. Why? Because he is for all practical purposes poisoned, and he has lost his self-control in some measure.

Children should eat some hard, rather coarse food every day. They should have some bran in their diet for its mechanical service in the alimentary canal. The best way would be to provide hard bran biscuits or crackers, and have all children over two years of age, say, eat two or three of them every day, for without this mechanical stimulus the alimentary canal may fail to perform its functions properly, and if so the system will become burdened with irritating toxins.

Children are often "cross" because they eat too much meat, which is a stimulant and it may be an irritant; and when this is the case, it is certain to develop nervousness, instability, irritabilty. Again, an excessive amount of sugar in a child's diet may become a nervous irritant. Often one sees children become peevish and irascible who have been indulging excessively in candy, or in sugar at the table. At such times nothing will please them, and they will "fly off the handle" on the slightest pretext.

Again, a child three years of age or over is likely to become irritable and disagreeable if kept in the house continually, because he will not have exercise enough so that he can eliminate irritating elements from his system. Often "cross" children of this type become amiable and affectionate when they take up a life out of doors, working in sand, or climbing trees, or playing competitive games with other children, provided they do not become overtaxed or unduly excited.

THE CHILD WHO POUTS

By Marion Brownfield

The child who pouts is a problem, as the tendency to remain sullen and disagreeable may easily become a lifetime habit known as a "bad disposition."

There is the little fellow who pouts when he takes a notion that he does not want oatmeal for breakfast, and the young Miss who purses up her lips when her mother decides it is not best for her to wear a certain frock she fancies. When one knows the direct cause of a pout, it is comparatively easy to deal with. But with children, the bad humor may really go farther back than what appears to be the whim of the moment. It is because children are made more sullen, bitter, or deceitful by unjust punishment that one must be careful to understand the real cause of a pout. With children there is such a difference in personalities, just as much as with grown-ups, that one must study this also, if one is to cure the pouting habit successfully. And some children have fancies and moods that are much more difficult to adjust than the safety pin that caused baby's pout.

Some children, indeed, of changeable disposition, pout often at trivial things, plainly the displeasure of the immediate moment. While children of deep natures, sensitive at unsuspected spots, will be "down in the mouth" for some hurt or disappointment, quite unperceived by those who did not happen to be present when the stab came. Boys, especially, being slow to confide their little rebuffs to anyone through sheer masculine pride, will be out of humor at seemingly ridiculous or unreasonable things, when something underneath, that they are ashamed to confess, rankles.

Young children, too, of sensitive natures will pout in company out of pure diffidence. I know a boy of three who invariably pouts and hangs his little head in company until his older brothers and sisters have ceased to notice him, when he becomes less self-conscious and the pout disappears. Another boy, the most sensitive of three brothers, developed a pout through self-defense! As he was less aggressive naturally than his two other brothers, they took advantage of it and gave him the worst of it at every opportunity. The consequence was that not being a fighter he developed a chronic pout that the family for a long period termed a "grouch." It kept everyone from teasing him. The sullen looks made them leave him alone. It was only when a discerning grandma visited the family that she suggested the real cause of the pouts to the family. And sure enough when the other brothers were carefully prevented from annoying the child he mellowed up!

So to cure the pout effectually, one must consider the cause before applying a remedy.

A boy of most any age can understand the appeal "to be a good sport" and "not to whimper, when you're a loser." It can be urged on almost any occasion to prevent pouts that come from disappointment, a thwarted appetite or failure to win in a game.

Ignoring the pout is a tactful method with a certain type of child. The kind that has "temperament" loves to have his emotions noticed and catered to. So utterly ignoring these pouts is the best way to discourage the child from trying them again.

THE IMPUDENT CHILD

By William Byron Forbush

Impudence has two reasons. One is the quickness of the emotions of the child, who expresses his feelings before he has time to restrain or choose his words. The other is the increased comradeship of modern parents and children. The child who expresses his love and joy freely to his parents is likely to be almost as free with his wrath and disappointment. "Old-fashioned" children were just as impudent at heart as children are nowadays, but they did not dare to so express themselves.

Two suggestions may be made. The more important one is, that the problem in every case of impudence is not the personal affront to ourselves, but the child's own lack of self-control. Difficult as it is for us, especially if we are quick-tempered, we endure the aggravating remarks of our children, we let the affront pass, if we can cure the child.

The other suggestion is, that it is better to consider impudence as a danger to the family organization than as an indignity to ourselves. Most impudence from children is public, it is in the presence of the other children or the maid,

and it is wiser to protect the clan than to be too anxious for our own dignity. As a matter of fact, if we take this viewpoint, and line up the clan against the offender, we really take care of the personal offense.

This second suggestion takes care of most unpleasant outbreaks. If the child, at table, starts a contentious discussion, or a disagreeable series of comments, or a boresome, self-confident statement, we can refer it to the others, whether this is interesting enough to let him continue. In other words, the clan decides, not whether the bumptious one is right, but whether he is interesting. He must, as a result, either find somebody who wishes to hear him or, if he persists, leave the table.

It is usually dangerous to allow arguments when a child has an immediate personal interest. He is too passionate and unpoised to understand. Protests at such a juncture do him as little good as they do you.

Most impudence is unconscious. In such a case it is necessary to take the child aside and show him kindly and lovingly how to put himself in the place of another and to realize that he would not like to hear the words he has just been uttering, if applied to himself.

Further, the child has some right to his own "day in court." Nobody likes "to be told where to get off," to receive an order without explanation or qualification. There is a difference between reasoning together and indulging in impudence. While a child ought not to ask questions concerning customary commands, it is helpful to him to have some reason and incentive for unaccustomed ones. This does not mean that, after a considered injunction, we may perhaps be talked or scared into a reversal. Listen to him, but do not necessarily reply. Listen with respect and attention. Or, if the thing is too urgent to be fully and fairly discussed at that time, say, "Tom, I am afraid I shall have to ask you to do this for me now, and then, just as soon as you have done it, come to me and we will talk it over more fully, and I will tell you more carefully why I think this is the best thing to do, and I will listen to all you have to say." Your attitude is that there is something bigger than either yourself or himself—namely, the imperative Duty, before which all must bow.

THE FORGETFUL CHILD

By Michael Vincent O'Shea

A mother asks how she should discipline her children when they do not keep their agreements in respect to coming home on time. She gives them permission to play for a half-hour at a neighbor's house, but they may not come back for two hours. They are playing on the lawn; she calls them and says to them, "Your supper will be ready in ten minutes, and I don't want to have to call you again. Be very sure to be here in ten minutes." They promise to be on time. But a half-hour passes, and they are still playing, and they often will not come until she calls them again. She thinks they are careless and indifferent and ought to be punished in some way, so as to make them more considerate.

Let the readers of these lines test themselves to see whether they can measure a half-hour accurately without a timepiece. How many readers could be depended upon to come to supper in fifteen minutes if they were playing an interesting game of golf, for instance, or reading a captivating book, or even sitting out under a tree enjoying Nature? As a matter of fact, many well-meaning adults are constantly late at meals because they cannot estimate the flight of time. A woman will call out to her household, "Dinner will be ready in ten minutes, and I want everyone here on time." The adults in the family are about as likely as are the children to have to be called again, not because they are inattentive but because they are quite unable to judge when ten minutes have passed.

Young children have a weak time-sense. Fifteen minutes or an hour means nothing definite to a six, seven, or eight-year-old child. If he be engaged in play, he is oblivious to the flight of time, as he should be. One who is deeply absorbed in any undertaking, as a child usually is in his play, cannot be sensitive to the passing of minutes. It is precisely as though he were sound asleep; there is no time for him. Psychologists show in their experiments that it is a very subtle and difficult thing to learn to judge of the passage of time. One's organic sensations, or the changing light in the sky, or semi-consciousness of the coming and going of people or of things—experiences of this sort convey the idea that time is passing, but if one is so immersed in any interesting business that he is not aware of these happenings, then times does not exist for him.

It is a rather foolish proceeding to call out to a group of young children who are playing, "You

may play fifteen minutes longer, and then I want every one of you to be in here, or I will never let you go out again." There is constant trouble in some homes because parents or older brothers and sisters give orders of this sort. Not once in a hundred cases will such commands turn out well. The majority of adults would score low in a test of this kind.

Often children are late at school, though they wish to be on time. But on the way they get interested in some object or are attracted by some happening, and they are unaware that time is passing. Teachers give children permission to leave the room if they will be "back in five minutes." They may not come back for fifteen minutes or a half-hour. An experienced teacher should know that children cannot be trusted to return to a classroom on time unless there is some signal given which will remind them that the period of freedom is up. Observing teachers always mark the termination of a period of freedom by some symbol or signal which will attract the pupil's attention and remind him that he must return to his duties.

A wise parent would say to his children, "When you hear the whistle blow, or the church bells ring, or when you see Mr. So-and-So returning from his business (if he is regular in his habits) come running to the house for your supper. Don't stop for anything." If they do not come when they have the signal, then the parent may say, "I will not let you play again, because I cannot trust you to come when you say you will." This will impress upon children the importance of reacting to a signal, and they will soon learn to respond if privileges are withdrawn wher they do not respond. But it is utterly unreasonable to ask a child to keep track of time when he has no signals or signs to help him. No amount of scolding or whipping can develop an accurate time-sense in a young child.

How much strain and stress there is in many households because parents cannot get their children out of bed on time! They call them and say, "You may stay in bed fifteen minutes longer, and then you must jump up or you will lose your breakfast." A half-hour passes and there has been no jumping up. An hour or two may pass, and still the children remain in bed. Two hours or three hours are as fifteen minutes to a sleepy child, especially if the room is darkened and he cannot see the sun ascending, or if he cannot hear the increasing activity on the street. The mother who is preparing the breakfast may be very sensitive to the passage of time. She can tell within a few seconds when fifteen minutes have passed, because she is performing actions which she has performed in the past, and she knows from experience how long it takes her to set the table, or cook the eggs, or whatever else she is doing. But in a certain sense there is no time for the boy who is lying in bed, and he cannot be expected to "jump up" when his period of grace has expired. If the mother could rig up any device which, at the end of fifteen minutes, would give a signal, and if the boy does not respond to it, then he might be deprived of his breakfast. It will not take him long to learn that when a given signal occurs he is to react in the appropriate manner without delay.

THE LAZY CHILD *

By Sidonie Matzner Gruenberg

We have used the word "lazy" to cover up a heap of ignorance about human nature, and it is the easiest thing in the world to resort to this adjective—certainly much easier than trying to understand people, and especially children.

Those who have given most attention to the problem of child nature are pretty well agreed that it is impossible for a healthy boy or girl to be lazy. It is a contradiction of terms to say that a young human being would prefer to do nothing. Indeed, it is the irresistible impulse to be up and doing that makes the healthy child so much of a nuisance to people who wish to have everything quiet and "orderly." The first thing to do, when a child shows symptoms of "laziness," is to have him thoroughly examined by a competent physician.

§2. LAZINESS BECAUSE OF ILLNESS

Now this sounds as though we considered laziness a disease. And several years ago, when Dr. Stiles of the United States Public Health Service announced his discoveries in regard to the hookworm, it was quite the fashion for respectable people (who have a great deal of contempt for lazy folks) and for the newspapers to think up jokes about the "laziness germ." But seriously,

*From "Sons and Daughters," by Sidonie Matzner Gruenberg, published by Henry Holt & Company, New York. Used by permission of the publishers.

laziness is very commonly an indication of impaired health, if not of actual disease. This is especially true when it occurs in young children. When a child sits or lies about, without caring to do anything, without even getting into mischief, there is generally something wrong.

§3. LAZINESS FROM BEING BORED

BUT PERHAPS we all know older children who are "pictures of health" and at the same time lazy enough to exasperate their parents and teachers. When we have made sure that the picture of health is not a deceptive appearance, it is time to look for other causes, and not till then. Judging from the experience of the schools, there are lazy children who have good health. But the usual attitude toward indifference to work is hardly effective in making children get over it. To scold and to drive may help in getting a particular task finished, but they have not been very helpful in establishing habits of industry. And that is the whole problem in most cases—how to establish habits of industry.

By nature the child adapts himself very readily to the establishment of such habits. In the first place there are the instincts for activity, the native curiosity and the imitativeness. And in the next place, there is the ease with which repeated acts become organized into habit. Could anything be easier than making a child get into the habit of doing something all of his waking time? But children do certainly grow up "lazy"; so what can be the trouble? We are quite sure that it cannot be anything wrong with his muscles, for example, because the amount of energy that a child puts into his play after he is tired out by his "work" is enough to do the work several times over. That ought to give us a clew. The energy that is expended in play has meaning to the child; too often the energy required of him in work—whether it is home work or school work or work that earns money—has no meaning to him whatever. In other words, where there is interest and enthusiasm there is effort and exertion; when there is indifference or repugnance there is lethargy and indolence. Children will acquire the habits of industry only where they have practice in exerting themselves with purpose and enthusiasm.

But we cannot let the children play all the time; it is necessary to study sometimes, and to do other things that are not very pleasant in themselves. Indeed that is true. But it has been found possible to organize study and other necessary work in such a way as to get the children to do it cheerfully and effectively, and so to get the habit of doing what needs to be done without shirking and without complaining. To most older people this would seem to be demoralizing; but experience shows that work done under conditions that arouse interest is at least as valuable for "discipline" as work done under compulsion. For children can certainly learn the various processes involved in the handling of tools, for example, by making things in which they are interested; and they can as easily acquire skill in such work as in monotonous work. But the "moral" habit of application to the disagreeable, for the purpose of carrying out a more remote end, which is the essential thing in what we call our "discipline," has been successfully developed by parents and teachers who have known how to use interest in leading children from play to work.

It is the children who have been driven to do the unpleasant things that have no meaning for them who resort to "laziness" as the only escape from the disagreeable tasks. They have never learned to be interested either in the work itself, or in the work as a means to something desirable, that should crown all labor. They have acquired laziness because their impulses to activity have been thwarted by association with stupid, monotonous, fatiguing effort.

§4. LAZINESS FROM BEING IRRESPONSIBLE OR DREAMY

AND THIS suggests a third type of laziness. In spite of the beautiful poems and the stirring orations on the "dignity of labor," the children do not have to be very shrewd to discover that society honors many of its members in inverse proportion to the amount of useful work they do. It is a short step to acquire a contempt for real, honest work, since the workers that the child sees about him receive anything but respect from "the better classes." If a clever girl or boy half-unconsciously makes up his mind that it does not pay to work, if he adopts the attitude expressed by the cant phrase, "Let George do it," we must look seriously to the conditions that make for laziness in our own habits and views of life.

Finally, there are a few children who naturally take to the contemplative life—they are dreamers, poets, philosophers. They have their uses even if they do not do "useful work."

THE PASSIONATE CHILD*

By Angelina W. Wray

"I'll make you keep your temper! I'll teach you to contradict me again, if you dare!"

It was an angry mother who was speaking, and as I passed by I saw her box the child's ears a dozen times with energetic vehemence. The girl to whom she was speaking was one of my pupils —a vindictive, ill-natured little thing, with a temper like gunpowder. Under her mother's strong grasp she squirmed and kicked helplessly, her face a study in its wrath and hatred.

"I hate you!" she cried. "You stop hitting me! Oh, I'll pay you back some time!"

Seeing me, the woman suspended operations for a moment to explain.

"I'm just tryin' to take some of the temper out of Em'ly."

Take it out! She was adding to a stock that was already large, and if she could have read her daughter's face and heart aright, I think she would have paused in horror. The punishment given to check an outburst of passion roused the most evil impulses of the child's nature.

Only a few days afterward I saw another illustration of the same kind of treatment with its results.

Henry Crane, a seven-year-old boy, had disobeyed his teacher. It was not his first offense, so, losing patience, the teacher sent for Mr. Crane. He soon arrived and was extremely angry with his son.

"Tell the lady you're sorry," he commanded.

The boy shut his mouth firmly. "I won't," he muttered through his clenched teeth.

In an instant the man had seized him by the collar. Drawing a strap from his pocket, he exclaimed:

"You won't, won't you? We'll see about that. I'll teach you a lesson right here."

The teacher tried to interpose, but in vain. The irate man beat his little son most mercilessly, demanding at intervals:

"*Will* you do what I tell you? Will you?"

At last, exhausted by pain, Henry sobbed, "I'll do it. You let me alone!"

"Tell her you're sorry, then."

"I'm—I'm sorry."

"And you'll mind what she says."

"I'll mind what you say."

The glare of combat faded from the father's eyes. With a satisfied smile he turned to the teacher, saying:

"I thought I could settle him, Miss Davidson. He has the worst temper of any boy I ever knew, but he knows he has to mind me when I speak. I mean to break his will now while he is small."

As the door closed Miss Davidson, turning suddenly, surprised an expression on Henry's face so grimly malignant that she shuddered.

"Henry, don't look like that," she said compassionately; but in a whisper tense with rage the little fellow said,

"He'd better watch out for himself. I'll kill him as soon as I get big."

Mistaken as these two parents were, they are only types taken at random from numerous instances. It is exceedingly doubtful whether a passionate child was ever cured of his faults by treatment of this kind, yet it seems to be regarded with favor by many persons in authority.

"But violent paraxysms of passion are wrong," says someone.

Very true.

"And one who manifests them should be taught self-control."

Undoubtedly; but very seldom does a punishment given in anger accomplish a right result.

§2. PUNISHMENT IS NOT REVENGE

Even a baby of six or eight months resents the hasty slap given him when him mother is irritated. In much greater degree does the thinking, reasoning child demand justice from his elders. We have all seen dogs who were cruelly treated yet who followed and loved those who had wronged them. Stories are told of slaves who endured the greatest indignities, yet retained their love for their masters. But our pupils are neither dogs nor slaves.

When we have burned our hand, we never try to cure the wound by holding a red-hot poker against it. Yet often we try to allay the child's anger by putting our own angry spirit against his.

The passionate child should be treated with perfect justice and punished only when we are calm and self-possessed. Punishment is not revenge. To cause a child to feel sorry is sometimes the kindest thing to do, and shame may be the only healthy emotion possible under certain circumstances, but to rouse either grief or shame for the mere sake of experiment or to show one's power is inexcusable. It is wicked.

*From "Glimpses of Child Nature," by Angelina W. Wray. Used by permission of the publishers, The Public School Publishing Company, Bloomington, Ill.

The power to influence others is a wonderful thing—it is more than that—it is a *solemn* thing and one which should not be lightly used. We all have it in a greater or less degree. Consciously and unconsciously, the rich and the poor, the cultured and the ignorant, the proud and the humble, influence a circle large or small, as the case may be.

§3. TWO TYPES OF PASSIONATE CHILDREN

ACKNOWLEDGING this fact, let us study for a few moments the two most common types of passionate children. Somehow we have become accustomed to associating passion with outspoken frankness. This is not always an accompaniment. A child may be as cold as ice outwardly, may indeed be entirely speechless, and yet be raging with anger, just as it is possible for a volcano to be capped with snow. We may cover a fire with ashes so that every ember is hidden, yet have underneath a bed of living coals.

A friend of mine has two little girls who are very dissimilar in many ways, but are alike in having strong wills. Their mother is ill much of the time and the children are utterly mismanaged by the servants.

The other day the two sisters had quarreled about something. Both were extremely angry, but anger affected them in totally different ways. Helen's eyes flashed, her cheeks were scarlet, the veins on her face and hands stood out prominently, and one could see them throbbing with the hot blood that coursed through them. Stamping her feet and screaming, she shrieked out her rage in a perfect torrent of words. Olive, on the contrary, although every whit as angry, was as white as marble. Her eyes shone with a sullen light, her lips were closed firmly, her hands were tightly clenched. As quiet, as motionless as if she were a statue, she regarded Helen with a steady stare.

"Call me all the names you want to," she would interpose in the rare intervals when her sister paused for breath.

It is impossible to describe the venom and malignity thrown into the few words. At last she added bitterly:

"Maybe you'll call me that pretty name you did last time you got mad. You don't dare to, though, for Mamma will punish you if you do. You don't dare to call me 'old double-eyed villain.'"

"You are! You are!" shrieked Helen perfectly beside herself with wrath. "I do dare to. You are an old double-eyed villain!"

The next instant both children were startled by the entrance of their mother, a grave, quiet lady whose face was grieved and perplexed.

"Children, are you quarreling again?" she asked.

"She called me names," said Olive, with trembling lips. "She called me that name she found in a bad book."

The mother turned to the other child, whose face was crimson.

"Go to your room at once," she said sternly.

"Mamma, she was just as bad as me," sobbed Helen.

"Did she call you names?"

"No, ma'am, but she—she—she egged me on."

"Well, you must learn to control your temper," the lady said, adding, with a sigh, "I have never seen such a passionate child as you are."

Yet in her other daughter she had a living exemplification of passion, dissimilar it is true, yet if possible even stronger and certainly under no better control.

The fire that smolders for a long time before bursting into flame often gains the most headway and is more dangerous than the quick blaze.

§4. WE OURSELVES HAVE TO BE CONTROLLED

I HAVE heard persons who prided themselves on their self-control say proudly, "Well, there is one thing sure, I can control my temper"; while at the same time they were maliciously and viciously inciting outbursts of rage from their opponents by sarcasm of the most merciless type.

That is not self-control. Blows as cruel and treacherous as those dealt by a stiletto may be dealt by the tongue, and sometimes a single deliberate word, spoken with pitiless intention, sears the heart of the listener so deeply that the scars remain until death.

As long as we hold ourselves well in hand we can control others.

One of the loveliest teachers I have ever known once showed me a small box which she kept in her desk.

"It contains my cure for crossness," she said. "Would you like to see it?"

Inside of the box was a tiny picture of Christ blessing the children. Around the margin in dainty lettering was the one word "Inasmuch."

"I never look at it except when I am especially tempted to be irritable," she said softly. "But I keep it here all the time and whenever I am perplexed or angry it seems to give me new strength and patience."

This spirit of gentleness, which is not weakness,

is the only one that will help us to cope successfully with the passionate child.

There is such a thing as righteous anger. There are times when the quick word of remonstrance, or even the swift act of retribution, is justifiable. These occasions come only when all other means have been tried and have failed. Happily for the world these cases are very few.

§5. NEVER RIDICULE A PASSIONATE CHILD

One thing which should always be avoided in dealing with the passionate child is the use of ridicule or of unnecessary remarks on his failing. We would not dream of sprinkling pepper on an open wound. Common sense would tell us it would only inflame and irritate the sore. Needless comments on the actions of angry children do no good, indeed they often work positive harm.

I must confess that my sympathy lies entirely with the child in the following incident:

Little Herbert, a boy of violent temper and strong will, had been sent from the table. For an hour he proceeded to kick and scream in the corner. At last, seeing that he was gaining nothing by his activity, he subsided into silence. His mother regarded him with relief.

"Well, Herbert," she remarked judicially, "I'm glad you see how silly you've been acting and are ready to stop crying."

"Haven't stopped!" cried Herbert with fresh fury. "I was only resting," and he began again with redoubled vigor.

"Now I declare!" exclaimed his mother helplessly. "Whatever did I say to set him going again?"

Talking to the child gravely, yet kindly, after he has had time to "cool off," showing him that you want to respect him but cannot when he forfeits your regard, punishing him by forbidding him to play with his mates unless he can control himself, all these are far more rational proceedings than the infliction of a hasty whipping or a scornful taunt.

THE CHILD WHO STEALS

By Jennie Ellis Burdick

Just the other day I received a letter from a mother which was a cry for help.

"My boy, John, has been taking money from my pocketbook. What shall I do? I do not want him to grow up a thief."

Alas! This mother is not the only one with such a problem; unfortunately there are many parents who at some time or another are confronted with this same unpleasant experience. The mother facing the problem must take drastic measures to break off a habit which should not have been allowed to form and to teach the principle of "Mine and Thine." Whipping will not do it; more patient and painstaking methods are required.

Laughingly we often say: "What's mine is my own, and what's yours is mine, too." This expression is all right as a joke, but it is all wrong when we put it into practice. Yet so many young married people practice it. The wife assumes that the home is absolutely hers, and her husband's things are gradually pushed aside. If she wants to use any of his belongings—tools, handkerchiefs, slippers, or even his razor—she takes them, regardless of the value he places on them. Occasionally he protests, sometimes emphatically, but more often too gently for her to realize his justification in doing so, and she continues to treat his things as though they were her own. He states his objections less and less strenuously until he ceases; he consoles himself by saying, "She does not interfere at my place of business and I ought not to object to what she does at home, for that is her place of business." But he keeps his treasures at the office and club.

By and by the children come. Mother punishes John when he objects to Mary's taking his toys. "It is not kind and generous," she tells him. When Mary cries because John has taken her prized plaything, the little girl is punished for being sulky and selfish. Grandmother gives John a toy, but Mother acts as if the gift had been made equally to the two children. In every way she kills in them that natural instinct for pride in ownership.

Then comes a day when she fusses because the children do not take care of their toys, do not pick them up, do not realize that they have a money value. But why should they? Those things are common property—there is no sense of personal responsibility.

If John can take Mary's things without leave or license, and she can take his, and Mother can do the same with Father's, what's the difference if they take Mother's? The children are old enough now to know that money buys candy, money will get admission to the movies, money is needed for that "teeny-weeny" doll or those

marbles down at the corner store. They have seen Mother pay for the things she bought at the store. So now, not having any money of their own, they take it out of the pocketbook which belongs to Mother, but which to their way of thinking is a family affair.

Each member of the family should understand and should practice the principles relating to ownership. There should be no appropriating of one another's belongings without a request and a "thank you." The forming of this habit will require persistent patience on the part of the adult members of the family. A penalty might be imposed for every infringement of the rule.

Of course, each child should have an allowance out of which he must purchase some necessary article. At first the amount should be small and the requirement a simple one. For example, when he first enters school, it might be well to insist that he pay for his own pencils. As he grows older, add an item at a time, and at the same time increase his allowance.

This allowance should not be "something for nothing." Each child should have certain duties about the home, the performance of which will entitle him to his allowance, and the neglect of which will cause the withholding of it.

Thus the child learns that money is obtained by rendering service, that each member of a family has work to do, if the house is to be a home, and that respect for the rights of others is one of the first rules of life.

THE CONTRARY CHILD *

By Mrs. Helen T. Woolley

Contrariness is a thing to expect in children of three and four years. It is at that age a natural stage of development. Children of three and four are just realizing that they have personalities, and are trying out their powers and their limitations. They like to see if and how far they can assert their own wills and get the better of the adults about them. Many of them become negatively suggestible at this age. My own little daughter, after refusing to eat rice, for instance, would at once insist on having it if I said, "Isn't it too bad? I'm afraid there isn't enough rice for Charlotte."

I am not recommending this method of getting results, I am merely confessing my own sins in illustration of the extent to which contrariness may go at the age of three, in the case of a child who proved to be far from contrary at a later stage. The danger is that unwise treatment may exaggerate the contrariness and fix the habit to such an extent that the poor victim will be for life one of those whose first instinct is to say no and to oppose if possible.

In our nursery school we have many cases, both of normal contrariness and of the exaggerated types, which are danger signals. I can best describe the origin and treatment of the kind of contrariness which is detrimental to mental health by telling you of individual cases.

§2. ADULTS SPOIL A CHILD

The most consistently contrary child we ever had was a three-year-old whose parents were well along in years when she was born, and whose grandparents lived with the family. There were four elderly adults whose chief concern in life was bringing up this child. When she first arrived at the school we soon found that she inevitably said no to every suggestion, and that if we tried to insist on any type of conformity to demands, she threw herself on the floor, kicking and screaming in a real tantrum.

It was quite clear to us what happened at home under these circumstances. Mother, father, and grandparents gathered around, offered rewards and threatened punishments, coaxed, cajoled, and commanded, showed every sign of concern at such behavior, and ended by giving the child some sort of compromise which gained at least part of what she had demanded. Meanwhile, she had the satisfaction of monopolizing the center of the family stage for some time.

When she had tantrums at school, none of these satisfactory results followed. Miss Henton, the head of the school, merely said to her, "Eva, if you wish to behave this way, it must be in a room by yourself. You are disturbing every one here with your noise." The child was removed bodily to a quiet room and left alone until the fit was over. No one threatened, no one bribed, no one coaxed, no one compromised; she was simply removed because her behavior was too annoying to others. As soon as she was quiet again, she was allowed to come back as though nothing had happened.

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A few applications of this treatment were sufficient to do away with tantrums at school, though of course, the child continued to have them at home. When we found that she refused every suggestion, we simply stopped making any. She was allowed to come into the nursery schoolroom and do as she pleased, so long as she did not annoy others. In a few days she found there was no great satisfaction in staying out of the games, when no one asked her to come in, or in refraining from playing with the toys or entering into occupations, when no one suggested that she should. She began gradually to select something to do for herself, and to join in some of the games. She was welcomed without comment, just as any other child would be.

Gradually, the expression of her face changed. It became less cross, and less self-conscious. She sometimes forgot herself and was happy. However, her excessive contrariness was apt to crop out in most unexpected ways. An example of such behavior occurred one day when I went into the nursery and found the child looking quite happy and unconscious of herself. She was just starting upstairs with a group of children to whom a story was to be read. I smiled at her and said, "Oh, Eva is going to hear the story too; isn't that nice?" She stood still immediately and the entire expression of her face changed to one of anger and resentment. She said nothing, but in a moment turned around, went down the few stairs she had mounted and back to the nursery school room. Miss Henton, who knew she was to be sent upstairs, and who had some special reason at that moment for not wishing to have her in the nursery, turned her about and sent her back upstairs again. She went part way and then sat down on the steps and began to cry. No one paid any attention to this and after a few moments she decided to go on upstairs and hear the story. The significant thing about this incident is that even approval was apt to call out the contrary reaction.

The source of trouble was unquestionably the inability of the parents to see the child from her own point of view. Not only the parents, but the grandparents enjoyed continually fussing with the youngster. Her whole regime was one of adult correction and interference. Indeed, the mother prided herself on the fact that she could do nothing else but take care of the child, and frequently needed the help of other members of the family.

Every move from morning to night was made the topic of discussion and left open for possible disagreement. In this instance, we were not able to make the mother see to what extent she was responsible for her child's undesirable types of reaction. From her improvement in school, however, we have little doubt that if the home management could have been influenced to conform to that of the school, the greater part of her contrariness could have been conquered, in spite of the fact that the habit was so firmly established.

§3. CHILDREN HAVE MANY ACCIDENTS

Little Mary, three years old, came from a very superior home. Her mother was a college graduate and her father a professional man. Both parents were devoted to the child. In this instance, the mistake had been in making demands on the child which were more than she could meet. The mother had a beautiful home and was very much interested in having it maintained in perfect order. It was a home in which a scratch on the furniture or a broken dish would be a real tragedy. Accordingly, the mother had undertaken to train her three-year-old child to be as careful of possessions as she herself.

What the mother failed to realize is that this is a totally unreasonable demand in the case of a young child. Their motor control is not sufficiently well developed at this age to avoid accidents. Young children should be placed in an environment where they can be at ease and where it is not necessary to caution them constantly about not breaking or marring things. Children do not intentionally mar the furniture or break dishes unless they have been so mismanaged that they do it out of revenge. At the start, such instances are purely accidents and the young child, like anyone else, feels that he should be excused for a thing which he in no sense intended.

§4. SCHOOL FURNISHINGS SIMPLE

All of the furnishings at the school are of such nature that the children can handle them in their own way without being constantly warned against injury. They do all of the setting of the tables and carrying the food back and forth. Even two-year-old children carry their own trays.

Of course, accidents occasionally happen, but when they do, no one scolds or remonstrates. The child who has the accident is more sorry than any one else. It is understood that the one who has done the spilling shall get the pail and cloth and clean up the mess. If need be, he is helped by some student.

The little girl of whom I speak, soon after she came into the school, spilled her plate of dinner from the tray and broke the plate. She stood looking at the wreck, as if petrified with fear. Miss Henton happened to look up and see the

expression on the child's face. She at once said, "That is all right, Mary, we will help you clean it up."

The child, without making any move, turned to Miss Henton and said intently, "I didn't mean to do it; did I? It was an accident; wasn't it?"

Miss Henton responded, "Of course, you didn't mean to do it, it was just an accident and it is all right." Still the child remained frozen to the same spot; then the whole expression of her face changed. She looked angry and resentful and she suddenly burst forth, "I did mean to do it, too, I did it on purpose," and began to weep violently.

From that day on we were unable to induce the child to carry a tray. The suggestion that she do so was met with an intense internal opposition which could not be easily overcome. Not even the fact that carrying trays is exceedingly popular at school and is sought as a privilege moved her.

For more than a week Mary refused to carry a tray under any circumstances, then a childhood illness kept her out of school for several weeks. On her return, she was still unwilling to carry trays, but gradually overcame her reluctance when no one tried to insist on her doing it. Doubtless, the fact that every one else regarded carrying trays as a delightful privilege influenced her. Then, too, she had a chance to see that accidents were never treated as crimes.

Analysis of what apparently happened in this child's mind shows how complex reactions may be even at the age of three. She was all prepared for blame and remonstrance when she spilled the tray. When it didn't come, and she was met with sympathy and understanding instead, she did not know how to deal with the situation. After a pause she reacted in the habitual way of turning contrary and taking the other side of the issue, even though it meant accusing herself of a fault she had not committed.

§5. CONTRARY REACTIONS MAY BECOME FIXED

These two cases seem to illustrate the way in which contrary reactions become fixed in small children. The first is that of constant interference and argument over everything that has to be done and continual attempts to direct the child in minute detail. Actual demands should be reduced to necessary and essential matters about which no reasonable protest can be made. If the demands are excessive and are applied to all the small details of life, then the child, in self-defense, rebels and finds out that he can refuse to do very much of what is asked of him. He is apt to become interested in refusal and to make a game of the row that results. The upshot is that he is in the attitude of looking for a chance to refuse.

The other type of error is that of demanding conformity to behavior which is beyond the present possibilities of the child. If adults try to insist on things of which the child is, at the time, incapable, his only mode of defense is to refuse and become ill-tempered about it. It is perfectly possible to insist on reasonable things in such a way that it will not occur to the child to refuse. On the other hand, it is possible to create such an atmosphere that any request made by the mother is certain to be refused.

If parents could learn the simple lesson of providing suitable occupations for young children and letting them alone as long as they are happy and busily occupied, never interfering unless it is necessary to do so, most excessive contrariness could be avoided.

THE CHILD WHO FEARS

By William Byron Forbush

It is doubtful if a baby experiences real fear during his first year. Babies respond to sudden shocks, but you can never quite prophesy whether they will do so with smiles and laughter or with shrieks and crying. A nervous, feeble child is more likely to feel disturbed than a well child. Infants are often uneasy if they are tossed or swung as if they might fall, even if they have never had a fall. Possibly there are hereditary fears. The common fears of animals, of loud noises, of the dark, may possibly have come down to us from the times when there were occasions for fear. But young children are just as likely to be afraid of small animals as of large ones, and also of unexpected callers, changes of apparel by friends, anything big or bright, so it seems safer to say that anything that makes a child feel helpless or insecure, or that startles him, is likely to cause fear.

All these are unreasoning fears, but when the child's imagination grows vivid, between two and six, he begins to have fears that are a mixture of fancy and experience. For these fears we ourselves are mostly to blame. Few youngsters would be very uneasy in the dark, if the suggestion had not been made by a thoughtless nurse or playmate,

or in a fairy story. They would not be so scared by sudden noises if we did not hush, call upon them to "listen," and act startled ourselves.

The first thing to do in dealing with fears is to classify them. They may be hereditary, or due to imagination, or to experience.

The instinctive or "hereditary" fears are hard to deal with, not only because they are usually unreasonable, but because often the parents who have been the cause of them are still subject to them themselves. But much can be done, with patience. The fear of thunderstorms is often cited as hereditary. My mother was so disturbed by thunder and lightning that she used to go to bed when a shower came up. The result was that we children were very much alarmed. I made the resolution that I would not "wish" this needless terror upon my offspring, so I took a good deal of pains to appear unconcerned at such times. The result is that they will sit on the porch and enjoy the splendor of the storm. In other words, so-called "hereditary" fears are often implied infections, and we have the solution of the problem in our own hands.

Concerning the fears due to imagination or misunderstanding—and the misunderstandings are usually imaginative—the first step is to know exactly of what the child is afraid and how the fear arose. Then an endeavor may be made toward a clear explanation. Sometimes it is necessary to await the child's coming to self-control very gradually through increasing knowledge and experience of safety. Take, for example, fears of the dark. A recent study shows that at least a sixth of such cases are complicated with the dread of "catching one's feet in the dark." This might be partly experience, such as tripping over a displaced rug, and partly imagination, due to the horror of being hindered by something when one could not see to protect one's self. The most direct remedy is to keep on explaining and proving that there is really nothing in the dark that was not in the light, the mother does this by saying: "Now, dear, everything is in the room when it is dark just as it was in the light, the toys and the games and the chairs and the bird-cage. How would you like to play this game with me? We will go around, hand in hand, and try how many things we can find by feeling for them." The child is quite willing to make this experiment, in mother's company. Another mother takes the child into a dark room, the child carrying a bell. The mother stands in the center of the room, while the little one goes a short distance away ringing the bell. When the child stops the mother must find where he is. Then the mother takes the bell, and the child finds her. Mothers have discovered that to take the child to the window and show the starlight is often a calming and reassuring experience. It gives the opportunity to suggest the infinite care that exists when we cannot see it.

Since this sort of fear is partly nervous it is important to see that the child does not go to bed in an irritable condition, that there is no digestive complication, no untold sorrow or sin. The play should gradually quiet down before bedtime and there should be a restful story by the bedside.

It is not necessary to be too insistent on absolute darkness. Let the child carry up an inch candle that will burn itself out by the time he is asleep, or let there be a light outside the door. One mother puts a spool in the child's hand fastened to a string, which reaches down into the living-room where the mother is, so that the little one may "telephone" her at any moment.

I have given this particular terror so much space because its treatment is typical of all terrors occasioned by imaginativeness. The treatment, in summary, is to keep the child well and quiet, to untangle every misunderstanding promptly and thoroughly, to be careful what kind of stories are told, and to be patient and sensible in reinforcing the child's own courage.

So in regard to fears due to experience. Some of these have value in helping the child to be cautious and prudent. But most of them simply require confidential interchange between parent and child. An untold dread may become a veritable poison in the mind, bringing its evil to fullness years later. In reading over the accounts of delinquency it is remarkable how frequently misguided actions later turn out to be due to the effect of some early, shocking sex experience or revelation. It seems that one of the best protectives is to keep the child's mind open and clean upon this and every other novel experience.

Just a word more, about fears as to meeting untried experiences. I remember vividly how my heart sank, when I was a small lad, because I was asked by my mother to go an errand, and was told to "be sure and take off my hat to the lady." Unfortunately, this was an act that was a novelty to me, and I was smitten with terror. It was an untried situation, and the fear seems to have been due to entire lack of resourcefulness. If my mother had practiced me in this gesture, perhaps making a game of it, making me at home in this experience as it were, my terror would have vanished. We need a little imagination to realize what the untried means to a sensitive child.

THE IMAGINATIVE CHILD

By Harriet Frances Carpenter

While visiting a school I overheard this dialogue between an unimaginative teacher and a small boy who was helping to remove some cobwebs from a cabinet in the classroom:

"Spider-webs are very beautiful, aren't they, Miss Andrews?"

"Hold the pan higher."

"All spiders aren't bad spiders; some spiders are good spiders, aren't they, Miss Andrews?"

"Watch what you are doing."

"I know a story about a spider. Miss Holmes told a story to her class about Robert Bruce and the spider——"

"When?" severely. The child hung his head. "If you loiter at her door again I'll keep you in."

A sullen look appeared on his face and the work was continued in silence. After he had left the room she turned to me and said, "That boy gets sulky spells. Oh, he likes nature-work and stories, but I never could tell a story."

Upon my suggestion that stories stimulate the imagination, she held up her hands and with a look of horror declared: "Imagination! You don't have to stimulate children's imagination. The trouble is they have too much!"

She was unable to reconcile her adult mental attitude with a child's outlook.

A little girl, as she ran up and down the steps of a broad terrace surrounding a house in the country, kept saying to herself, "It's just like an old castle! It's just like an old castle!"

"Nellie," commanded her father, "don't do that! You'll fall."

"She is always falling," he explained to his hostess.

"Does she hurt herself?" asked the lady.

"No, but she might, she is so awkward. She gets worse all the time."

His little daughter manifested a lively imagination, but he did not understand how to make it of use in developing restraint and poise.

Live with children and one lives in a world of perpetual imagination. In no way can we more easily control the child's acts, form his habits, mold his thoughts, than along this avenue of approach to his mind. Reproof may adroitly be given by a playful appeal to the fancy.

"Poor Patsey," murmured a father, shaking his head as his heedless little son, a sturdy boy of five, stumbled and fell repeatedly during a short ramble in a meadow. "Poor Patsey! One would think to look at him that he had nice, bright eyes, but they are just beads."

The next day, running impetuously to meet me, this same little fellow stumbled over a stone, fell, and got up, saying good-humoredly, "If Daddy was here he'd tell me I had beads for eyes." His heedlessness was soon corrected by this jest.

"The flowers are asking why Patsey doesn't take his feet off and leave them at home when he comes to see us," I suggested one day when he trampled my snowdrops.

"What do the flowers say now?" he whispered as he quickly removed the offending members from the bulb bed and looked wistfully into my face.

"They say, 'Thank you, Patsey'," I replied. "'If you keep your feet on the paths, you may bring them with you when you come to the garden'." And so a rebuke attained its end without creating antagonism.

Sometimes it happens that children lose the sense of discrimination between fact and fancy. Then we should clarify their ideas without implanting a sense of guilt.

It was discovered that a hitherto truthful child was beginning to make misstatements, evidently not for the purpose of deception, but entirely through confusion of thought. I had read him an account in a newspaper of a dog that put his paws on the steering wheel of an automobile, while his master, sitting beside him, changed the gears and saw to the essentials of running the car. He made no comment at the time, but his imagination seized upon the idea. A couple of months later he told me that he had seen a dog running an automobile on Fifth Avenue.

"His master was with him," I responded.

"No, not that one; this dog was alone. He changed the gears himself."

Shortly afterward he wanted to know what a cocoon was. I began the allegory of the Caterpillar and the Butterfly. "Don't tell it that way—don't say 'it said' and 'he said'—just tell me," he broke in. So I told him the facts of the development of the chrysalis as briefly and definitely as possible. When I had finished, thinking this a fitting opportunity, I explained the difference between fact and fiction, telling him that we should let people know whether what we told them was really so, or just a story or joke.

The following incident shows his manner of applying my careful definition. He told his aunt that he had seen two squirrels running toward each other on a branch of a tree. They had their mouths filled with nuts, and they ran so fast that

they "bumped heads" and knocked the nuts out. After an effective pause he added, "That's a joke. I made it up! Now this is real—" and he repeated a simple incident of a squirrel carrying away the walnuts that he had laid on the ground to dry.

Some children naturally make the distinction between fact and fancy without assistance. One of my child-companions usually explained his representations where they might not be obvious, so that we lived in a world of "pretend" without any feeling of deception—"I can't come to see you, I shall be too busy taking care of my horse (you know, my toy horse) and my automobile (you know, my bicycle)."

"Ride over on your horse."

"Oh, he is too wild."

"Then come in your car."

THE VAIN CHILD

By Christine Terhune Herrick

Are small children born with vanity, do they achieve it, or is it thrust upon them by injudicious parents, relatives, and friends? That vanity exists in the heart of the average child no one can doubt. "I don't know what to do with my little girl," said a mother, "she is only five years old, but her chief thoughts are given to clothes. I bought her a silk bonnet the other day and she looks at it with scorn. She had set her heart on a plush bonnet, and she talks of it constantly! She is always watching the clothes of other children and comparing them with her own, and at home she spends much of her time posturing in front of a mirror."

Probably this child was born with a tendency to vanity, but it could hardly have attained such dimensions if it had not been fostered by praise of her looks, or by talk in her presence which gave an undue importance to dress.

§2. RIGHT AND WRONG WAYS OF CORRECTION

"Don't tell me that vanity is confined to girls!" laughed another mother. "My small boy of three has a long white coat with a blue collar and cuffs made like a German dress uniform, and he wears a little blue visorless cap with it. The other day I found him admiring his reflection in the cheval glass. 'Aren't I stunning?' he said complacently."

"What did you tell him?" I asked.

"Not at all," I said. "You are a very plain little boy and no one would look at you a second time!"

This does not seem to me quite the way in which to correct vanity. The boy may have been disconcerted for the moment, but as he was really a pretty child, he could hardly escape more or less frequent compliments, and in a short time he would probably be called upon to decide whether it was his mother or a number of other persons who were in the right about his appearance.

§3. CHILDISH VANITY SHOULD NOT BE CORRECTED BY PAINFUL METHODS

More than this, mortification is not the best method to cure a child of vanity. In many cases it drives them from satisfied self-consciousness to unhappy self-consciousness.

"Much of my childhood was darkened by my conviction of my surpassing unattractiveness," confessed a woman, who although not beautiful, could never have been really ugly. "Again and again I was told, 'Put as much as you can inside of your head, for no one will ever care to look at the outside!' I had a predisposition to morbidness, and I dwelt upon the idea of my ugliness until I dreaded to meet strangers, because I felt that their first thought would be of my unattractiveness. The admonitions did have the effect of making me devote myself to study, but I think the same result might have been won by means which would have been less painful."

Often vanity is entirely unconscious and children may outgrow it naturally. I have a clear recollection of a small girl of my acquaintance, who, having heard or read of hair which was brown in the shadow and golden in the sunlight, used to take a great deal of innocent pleaseure in standing on a chair in front of the bureau and studying in the mirror the effect of her own hair when the sun was upon it. Undoubtedly there were golden gleams in the brown locks, and the fact gave her a happiness and comfort which brought content to her and did her no harm.

§4. GROWN-UPS FREQUENTLY AT FAULT

I do not believe that unwholesome vanity exists in the majority of children unless it has

been cultivated—perhaps ignorantly—by vain or thoughtless adults. If a mother bestows undue time and thought upon clothes, talking of those she wears and those worn by other people, placing dress in a position of false importance, it is only natural that her children should follow her example.

Unfortunately too few influences are brought to bear to counteract this kind of vanity. From every side comes testimony to the high esteem in which outward appearance is held, and even with wise home teaching a child is likely to give a fictitious value to dress and decoration and too little to conduct and character.

"Do you notice much vanity among your pupils?" I asked a woman who had taught dancing for many years. "I discourage it in every way possible and lay stress upon courtesy of word and action. When parents ask me how their children are to be dressed for the class I tell them I prefer simple afternoon frocks, and I impress the thought upon the children that politeness and grace of manner are of more importance than fine clothing. Of course, some parents will send their children over-dressed, but these are the exceptions, and I have not found the children who were more plainly clad made unhappy by their simpler attire."

Like so many other qualities of childhood the question of vanity seems to be chiefly in the hands of the mother. By her own course and precept she may discourage this trait in her children and may train any tendency they have in this direction into a helpful instead of a harmful influence.

§5. A WHOLESOME SELF-RESPECT

We cannot call that vanity which leads a man, woman, or child to wish to appear well in bearing, appearance, and dress. Rather, it is a wholesome self-respect, and those who are careless of how they look or comport themselves, lack something desirable in a finished character.

"I remember how thankful I was when my boys began to care a little about their appearance," reminisced a mother of sons. "It used to be the struggle of my life to induce them to wash their hands, to change their collars, to brush their hair. So long as they were comfortable, nothing else made any difference to them. When they recognized the existence of girls as desirable companions they began to appreciate the value of soap and developed an interest in ties and socks! They wished to look well, so as to commend themselves to this or that girl, and so formed habits of tidiness which have never been lost."

This is what may be done by the impulse in boys and girls which resembles the preening of the bird in mating season. The instinct has its use in cultivating a proper care for appearances, but there is something deeper and more important than that which the mother must recognize and she must have within herself a true perception of proper pride as opposed to mere vanity.

When we neglect the graces of person which God has bestowed upon us we are guilty of a fault like unto that of the man who hid his talent in a napkin. Personal beauty is a divine gift, and it is as great a mistake to underestimate it as it is to give it false importance. We do the latter when we dwell upon questions of appearance and fail to emphasize the thought that the inward development must match the outward attractiveness.

§6. AN IRISH NURSE'S ADAGE

"Yes, dear, you are a pretty little girl," I heard a wise mother say once to her small daughter. "You Heavenly Father has been very kind to you, and you must try with all your might to make your heart as beautiful to Him as your face is to others. It would be a dreadful thing if they did not match, and if you repaid Him for His gift by having a heart full of ugly, unkind, and selfish thoughts." Another version of the old saying that "Handsome is as handsome does," or as an Irish nurse used to say, "Beauty is only skin-deep, but virtue goes to the bone!"

Mothers do not always understand as they should the value of a sense of responsibility in directing childish vanity from harmful into beneficial channels. "God has His ideal for every one of you," I heard a Bishop say once to a confirmation class. "Try to live up to that ideal!"

Something like this we should teach our children. Whether or not good looks have been their portion, they should give attention to bringing their hearts and minds to a high standard, and should cultivate such attractions as have fallen to their share. They should fairly appreciate and try to improve what gifts they have with the aim of attaining to the highest ideals—not with the low conception of competing with or surpassing others in appearance.

§7. REAL ATTRACTIVENESS THE RESULT OF BEAUTY OF CHARACTER

In pursuance of this we should teach our boys and girls to comprehend how much beautiful character has to do with attractiveness. The best

loved and most useful men and women have not always been those with perfect features and figures, but those who, whatever gifts of beauty they may have possessed, have forgotten self in consideration for those about them. To quote F. W. Robertson, "What was the secret of such a one's power? What had she done? Radiant smiles, beaming good-humor, the tact of divining what every one felt and every one wanted, told that she had forgotten self and learned to think of others." In comparison with this how petty seems thought for personal appearance! If we hold such faith ourselves we can instill it into our children and aid them to gain the understanding of what is meant by the best beauty and how far this is above mere good looks and fine clothing.

Yet we cannot abolish entirely an interest in dress, and we make a mistake when we try to do so. In one of her delightful books for girls, Mrs. Whitney has described the trials of living with an old-maid aunt who dressed her in unsuitable and ugly garments. As a natural sequence the child's mind was all the time on her apparel. Later, when she was able to choose her own attire and felt she was properly clad, her thoughts were free to turn to matters of the mind and spirit.

§8. SUITABLENESS—SIMPLICITY VS. EXTRAVAGANCE

Let us dress our children suitably then, first of all, and make them comprehend that this, more than anything else, constitutes true beauty of raiment. To clothe children in gingham and calico for daily wear, and to array them in silk and satin and laces on grand occasions, is bound to give them a false sense of proportion. If we look at life as we should we strive to make our homes and ourselves even-threaded throughout—not to bring simplicity into a violent contrast with extravagance and thus make both appear absurd.

In such connection there always comes to my mind the story of the tramp with a taste for finery who informed a would-be benefactor, "I can get along without a clean shirt—but I'm perishin' for want of a buzzom-pin!"

We see too much of that in our American life—showy clothes outside, insufficient and coarse underclothing, a sham display for the sake of producing an effect and disregard of the foundation. We do not want to bring up our children with this estimate of life.

§9. "EVEN-THREADED" HOMES

I have spoken of making our homes "even-threaded." The influences of such a home on the children cannot be over-rated. The household where the mother and father set the example of keeping within their means, where nothing of real moment is set aside for the sake of "making a splurge," where due importance is awarded to beauty and suitableness as aids to culture and development, is not the sort of place where vanity is cultivated in children.

If such vanity lifts its head the child who displays it should not be snubbed and punished, but taught gently that, while a due regard for personal appearance is necessary, this of itself is of little value, if it is not backed by something to admire in character and disposition. Such precept is on the same line with the correction of physical defects.

"Dear child, the prettiest frock will not look well on you if your shoulders are round and your head poked forward," I heard a mother admonish her small daughter. "I want my little girl to be straight inside and out, to have a lovely mind and soul in a lovely body."

Do you say this plea would not appeal to children? If not, it is because we have made some mistake in training and have not taught from the first that the outward appearance and the inward character must conform to one another, and that both must be beautiful. When we begin this in time the idea will grow as children grow and simplicity and naturalness will be a matter of course. Self-consciousness and artificiality must be cultivated or they would not flourish, and if they spring up and grow when you have not sowed them, you must pluck them out as you would weeds, and plant beautiful flowers of character in their place.

THE CHILD WHO QUARRELS

By John H. Clifford

There are many causes for quarreling. Children quarrel because they have not learned self-control. When a child does not have sleep enough, when his digestion is upset, he will probably feel like fighting. One way to prevent quarreling is to have children at their best physically. Children quarrel because they do not know any better way to get what they want. We must

teach the child that quarreling is a poor method even for gaining his own ends, and then show him a better one. Children quarrel not only because they are selfish and nervous, but because they are unjust and unfair. If we ever find it wise to intervene in a quarrel, our safest method is by endeavoring to arbitrate in favor of justice.

We have to acknowledge that quarreling, though disagreeable, is not only inevitable, but in a measure wholesome. "Much ordinary quarreling of children," says Mrs. Hallam, "disagreeable as it is for the parents, is physically healthy for the children. It is stimulating for both mind and body. So while we agree with the old song,

> "'Your little hands were never made
> To scratch each other's eyes,'

we still recognize the fact that in a family of energetic children there will be lively tilts, and many of them."

Ernest H. Abbott finds that interfering in a quarrel often encourages one child in an annoying mode of complaint and suggests to others a noisy mode of avoiding judgment.

His conviction is that, where a quarrel does not involve an actual coming to blows, when we start out to suppress it we should do so remembering that we are going to deal not with the quarrel, but with the noise. "We may not be able to persuade the contestants of the existence of nerves, or headaches, or creditors, or neighbors, or even of our own reasonableness; but we shall at least probably succeed in conveying to them the genuineness of this single idea that is uppermost in our own mind: 'If you can't quarrel quietly, you shall not quarrel at all.'"

THE CHILD WHO FIGHTS

By John H. Clifford

It is pretty difficult for the parent of the saintly little child who loves Bible stories more than any other form of literature and who always does as he is told, to see him coming back from his first week in public school with the marks of conflict upon his person. It is almost as difficult, especially for mothers, to endure the fact a little later that her angel child has himself sometimes been the aggressor. Too often the attitude of a young child's parents is inconsistent and impracticable. The mother says, "If any naughty boy tries to make you fight, come right home to mamma," and the father says, "If I ever catch you fighting on the street, sir, I will give you another licking as soon as you get home." "It is the boy who has listened to such feminine and masculine admonitions and then gone forth to the inevitable schoolyard contests and then returned bravely to that promised punishment," says Forbush, "who has true courage." It is that boy, too, who grows up alienated from his parents, and they wonder vaguely why boys are so difficult to understand. Kate Upson Clark cites a typical case where a mother witnessed the situation that leads to fighting.

"A certain mother feared that she was about to encounter a difficulty of this kind in her little son, when he came in from the sidewalk, which was his principal playground, two days in succession, with the report that a neighbor's child had struck him. He had been taught that under no circumstances should he strike or hurt anybody.

"'You must have made faces at him, or called him names, or have done something to provoke him,' the mother insisted. She did not think it possible that a being could exist who could wantonly lift a hand against her precious darling. She did not then know so much about boys as she has since learned.

"The child declared that he had done nothing wrong; and on the third day he was naturally timid about venturing again upon his playground, but his mother assured him that she would watch him every moment, and he sallied forth.

"A half-hour later he was playing innocently with a little cart, when the obnoxious boy, who was perhaps a head taller than himself, came swaggering along and demanded the cart.

"'If you don't give it right to me, I'll strike you,' he declared.

"The trembling youngster yielded up his cart immediately.

"Now I'll strike you anyway, 'cause you're so 'fraid,' proceeded the little bully; and he was about to make his word good, when he was arrested by the righteously indignant mother.

"From this moment she altered her training. She taught her son that he must give his playmates to understand that he could not be attacked with impunity; that whoever struck him or insulted him did so at his peril.

"'Pluck, and you will be a match for anybody,' she told him.

"The speedy reduction of the little bully followed, and the child went on without further trouble from similar characters."

Says Forbush in "The Coming Generation":

"Whatever be the higher ethical plane to which adults have climbed, one of the small but choice articles of faith of a normal youngster is that it is often both necessary and praiseworthy to fight. He who assails that conviction has simply uprooted one of the moral foundations of a child's life.

§2. THE FIGHTING INSTINCT IS A SAVAGE SURVIVAL

"The psychologist explains the fighting instinct by saying that it is one of the savage survivals, a manifestation of the struggle for life. The struggle for the life of others is most noble, but it cannot come until the individual's self-life is secure. The boy will by and by rise to a sense of chivalry, struggle for others; but first he must win a self-consciousness and self-respect of his own, and this he does most directly in fighting with his peers. Fighting is not so selfish as non-resistance, which protects the person but injures the self-respect by flight.

"It cannot be too strongly insisted upon that fighting among boys does not always nor often mean what it does among men. Boys' fighting, like their play, usually consists in getting ready. It is simply an acute game of 'bluff,' a test of will-power, of grace to stand up to a situation. The loser retires unharmed, but discomfited and discredited.

"Fighting has also a strangely social effect. 'Two boys can never become chums until they have had a fight,' is a well-known maxim. The reason girls are not such true friends as boys is because they will not fight. When boys quarrel they fight, and that is the end of it. When girls quarrel they sputter, and that is not the end of it. A fight, like an electric storm, clears the air. Boys' games have a finer fellowship than those of groups of girls, because they keep the air clear.

"The boy who is not allowed to fight, or who won't fight, does not lack the pugnacious instinct, but exhibits it in less pleasing ways. He is underhanded, wins by fraud or treachery, eggs on others to 'lick' his enemy, curries favor by bribes, and is rightly an object of universal contempt. When he grows up, he is timid, weak, solitary, narrow in sympathy. In his home he is a tyrant, in politics an 'anti,' in society a bore. It is hard to see how a boy who can't fight can acquire a sense of honor.

"In many schools every new boy is put on his mettle, and wins his place in the school by such exhibitions of his physical prowess. In some communities boys actually cannot attend school in bodily safety, until they have proved their courage. The sooner they do it, the better. After the initiatory engagement they are not required to fight again.

"Fighting is often a manifestation of chivalry. There is simply no other way to take care of a school bully than to down him by force. It is a good thing for a family of boys to be told that they are a clan, and that they must rescue each other when in distress."

Margaret E. Sangster could not be accused of having a brutal philosophy of life, but she has said: "A boy who is known to be ready in the art of self-defense is not often molested by the bully, the latter being generally a coward. A mother dislikes to see her little man of ten disfigured by a black eye, though there are many worse things that may come to him, and she should not too hastily condemn him if he stand up for himself at need in a fair fight. A boy should never tyrannize over one who is younger and weaker than himself. He should never fight a smaller boy. He should not hesitate for an instant to fight, if fight he must, preferably with his fists, in self-defense or in defense of a dumb animal, a little girl, a cripple, or a smaller boy. . . .

"Our boys are preparing for life in the larger world. . . . We want them to be morally and physically fit for the conflict."

§3. A CONTROLLED INSTINCT IS THE ONLY GOOD ONE

The only good instinct is a controlled instinct. Each instinct is to be led as soon as possible to its highest manifestation. This is education. The best way to do this among boys is to encourage the combative individual games, such as foot-racing, wrestling, swimming, and boxing, and combative team-games, such as baseball, football, and basket-ball. Where these games flourish, fighting ceases. Boxing has been introduced into the Y.M.C.A. with favorable results. One testimony is typical: "It gives self-possession, self-confidence, self-control, courage, and fortitude. We have had wonderful results in the submission and control of the most violent tempers."

G. Stanley Hall corroborates the view that among older boys who are pugnacious boxing is a direct antidote to fighting. He says: "Bad as is over-pugnacity, a scrapping boy is better than one who flunks a fight, and I have no patience with the sentimentality that would here pour out the child with the bath, but would have every

healthy boy taught boxing at adolescence if not before. At its best, it is indeed a manly art, a superb school for quickness of eye and hand, decision, force of will and self-control."

When a boy has been fighting he should be met at home not with anger or excitement, for he is probably exhausted and in no mood to be disciplined or argued with. It would seem safe to sympathize with his bodily injuries to the extent of bathing his face and suggesting that he go and lie down for a little while. If he volunteers any explanation, it should be listened to with interest and confidence, and any lesson suggested that seems appropriate. If the situation is not very clear, it may be well to suggest that while there are times when it is right to fight, such times do not come very often. We should fight only as a last resort.

THE CHILD WHO TEASES

The problem of teasing is concerned with two parties—the teaser and the teased—and it is important to remember that during a part of the game both are equally interested and pleased, for teasing is a diversion; it is a game of childhood.

"The best way to gain peace," says a writer, "is to disarm the teaser by preparing the teased for the attack. If I remember my childhood, the moment we ceased to respond with childish expostulations when the boys pulled off our hair-ribbons, that moment the game was through. There was no fun in attacking the hair-ribbons of the girl who wouldn't fuss. The frequent plea of the little freckled one, 'He called me speckled Susan,' may often be met with the quick retort, 'Call him striped Sam.' If it is possible to strengthen the teased to the point of indifference, the question is, temporarily at least, eased." This advice is particularly valuable in the case of the stronger boy whose weaker companion meanly takes advantage of the immunity of his chivalry in not punishing him with his fists by exasperating him beyond endurance.

But there is a much deeper meaning to this annoying habit. It is primarily the danger signal of idleness, which is the root of teasing. The control of teasing, then, is largely a question of guiding the boy's energies—first, in work. And with the active boy some of that work should be such as will tax his patience a little, and also his muscles, so that when he is free he will enjoy the reaction. If he cannot think out interesting things for the playtime, then the problem comes back, as all children's problems come back, to the mother—"What shall I do next?" And she must always be ready, and in her ingenuity in suggesting plays which will give a place to both big and little folk lies her secret power in avoiding "teasing."

§2. BULLYING

Bullying is an exaggerated, cruel form of teasing. The treatment indicated is the same. The solution seems to be in meeting the question of guiding the child into a happy occupation of work or play. Of course the boy who bullies is strong and has a great desire to assert himself. The question is less one of punishment to bring control than of devices for giving proper scope to these characteristics. If he has ability to stand at the head and hold that place by honest effort, his desire to rule will have a recognized foundation. If he is not able to excel, and must give vent to his feeling of superiority by enforcing submission of the weak, his main chance of working out his impulse normally will be in play. If the bullying boy can drill a squad of younger boys, it will help him. If he can umpire their ball game, or take them swimming, he will get the necessary moral relation between responsibility and leadership and learn to use his superior strength in helpful ways. Where bullying is evidently an expression of self-conceit, it is a serious symptom, because, as a recent writer has said, "A through-and-through bully cannot learn in school, for learning implies docility and a disposition to take from others and follow their lead and assimilate from them."

THE CHILD WHO READS TOO MUCH

By Marion Brownfield

The modern child reads more than ever before. On street cars even the young child puzzles over the advertisements, probably attracted by the colored pictures. Children on the way to school, music lessons, or the dentist's carry fiction to read during every unoccupied minute. Even children who dislike to study—because it is something they must do as well as something

"uninteresting," will read every spare minute. They are the despair of parents and teachers, because thrillers with the same fascination as the movies, take the precious time and eyesight that should be used to prevent failure in school!

The most common type is the child who, a little delicate, develops into a book worm. Ill health causes this child to feel disinclined to exertion, and reading is easy entertainment. Of course the more he reads, the less he feels like playing. Reading thus constantly reacts against his health.

As reading is enjoyed as a diversion rather than as study, this should be borne in mind when trying to break the habit. Too often parents will say, "Don't read this fine day. Run outdoors and play!" But if there is "nothing to play" outdoors, other than to make up some imaginary playmate in a yard that seems commonplace by daily association, it is hardly a counter-attraction for an enthralling fairy or adventure story. The only real cure is to provide some outdoor occupation equally as enjoyable as reading. At first especially, the counter-attraction needs to be more fascinating than later when playing outdoors has become voluntary.

Outdoor amusement does not need to be expensive. Clever mothers devise errands that require a walk, for no child likes to take a walk just for the sake of walking. Shopping of all kinds can be done by children who need exercise in the fresh air. Both boys and girls can be provided with outdoor occupation; raising flowers, vegetables, chickens, rabbits and various other pets. They will be more enthusiastic if there is a definite aim, for instance to cheer up the sick or aged friend. Children, too, enjoy financial profit from a garden. They should be encouraged to market their produce among strangers to test their initiative and courtesy. Such places as the Woman's Exchange, the family grocer and restaurants may become regular customers. One boy developed a little nursery business by specializing with pine trees he had studied about in school. Another outdoor occupation that brought profit was gathering water cress in a brook and selling it to a railway dining car.

Young children need to have outdoor occupation that is purely entertaining. A swing, teeter-totter and a sand pile are among these. Both croquet and tennis courts can be laid out by amateurs. Theodore Roosevelt was an example of a delicate child who became rugged because of outdoor interests.

Plants and animals should be observed. Contests to name the most birds or common weeds furnish incentive. Small bicycles and coasters are just as necessary for girls as for their brothers, and nearly all children love an outdoor "gym."

THAT BOY

Is the house turned topsy-turvy?
  Does it ring from street to roof?
Will the racket still continue,
  'Spite of all your mild reproof?
Are you often in a flutter?
  Are you sometimes thrilled with joy?
Then I have my grave suspicions
  That you have at home—that Boy.

Are your walls and tables hammered?
  Are your nerves and ink upset?
Have two eyes, so bright and roguish,
  Made you every care forget?
Have your garden beds a prowler
  Who delights but to destroy?
These are well-known indications
  That you have at home—that Boy.

Have you seen him playing circus,
  With his head upon the mat,
And his heels in mid-air twinkling—
  For his audience, the cat?
Do you ever stop to listen,
  When his merry pranks annoy,—
Listen to a voice that whispers,
  You were once just like—that Boy?

Have you heard of broken windows,
  And with nobody to blame?
Have you seen a trousered urchin
  Quite unconscious of the same?
Do you love a teasing mixture
  Of perplexity and joy?
You may have a dozen daughters,
  But I know you've got—that Boy.

GOVERNMENT OF CHILDREN

TWO WAYS OF HANDLING TANTRUMS

By Florence Bascom-Phillips

"Mamma! I want to go out and play," four-year-old Flossie announced one morning.

"Not to-day, dear," answered her mother. "It is too damp and rainy."

"Please, Mamma," coaxed Flossie, "I like rain."

"No, Flossie, you can't go outdoors now," answered her mother firmly.

After more teasing to no avail, Flossie resorted to a new scheme which she was sure would bring Mamma to time, that of berating all her mother's friends and relatives.

"Grandma's bad! Grandpa's bad! Aunt Mary's bad!" Flossie paced the floor as she made the announcements.

To the child's utter chagrin her mother ignored her completely. Anything would have been better from Flossie's standpoint than to be ignored; even a spanking would have been preferable, for she would have known she was making some impression on Mother. She soon wearied of that scheme when she could see no effect at all. Then she resolved to bring Mother to time by having a tantrum, the first and only tantrum she ever had.

Flossie was not angry when she began her tantrum, merely determined to gain her point.—You see I have a perfect right to tell you what Flossie thought for I was Flossie—Flossie lay down on the floor and kicked furiously and yelled, "I want to go outdoors and play, I do!" Still Mother paid no attention whatever, and after a few minutes Flossie wearied of her one-sided game and began playing with her dolls as good-humoredly as ever.

Contrast Flossie's experience with that of young Charles. When Charles was about two years old he developed the habit of screaming for what he wanted and crying furiously if the other children did not give up to him. If this did not bring the accustomed, "Let the baby have it, children," from Mother, or, "Give that to Charles this instant. You ought to be ashamed to make a little boy cry," from Father, Charles bumped his head, kicked his heels, stiffened himself and bellowed, until one of his distracted parents would give the desired command to the other children. Then he would grasp the coveted article, shut his jaw defiantly and grunt one long "Ugh" after another until the spell subsided. This course was followed until Charles became so adept at gaining his point that, even after the arrival of another baby, he continued to hold sway. It was the baby who had to give in to Charles, not Charles to the baby.

Charles soon learned that the whole family stood in awe of his "mad spells" and he made use of his supremacy on every possible occasion. Eventually, his parents wearied of having a great big four-year-old lying on the floor kicking his heels and screaming at the top of his voice a dozen times a day and began punishing him for it, and while they eventually succeeded in putting an end to his tantrums by this method, he is still, at eighteen years of age, so disagreeable that his family can scarcely live with him, for the selfishness which was cultivated in him in babyhood has grown to monstrous proportions.

The first time any child shows a determination to have its own way in defiance of better judgment or at the expense of others, whether by wilful disobedience, crying, holding the breath or tantrums, that is the time for the parent calmly but certainly to prevent it. One decided victory on the part of the parent often practically ends the matter, while one victory on the part of the child means constant trouble for the parents from then on, trouble for each teacher the child ever has, and perhaps the reform school or penitentiary eventually for the child. The learning, in the home, of obedience to parents and respect for the rights of others is the foundation for obedience to God and respect for the laws of the land.

A WORD TO THE WISE

By Edith Gilman Brewster

Peter told his story in some such way as this: "We fellers had pop-guns; you know, the kind that shoot water. They sure did work well. We stood on the street curb and caught the automobiles as they went by. One swell car came along with a millionaire in it, and I caught him straight in the eye! Gee, 'twas fun!—for a minute! But he stopped the car and jumped out. You bet I ran! Down the street, round the corner, into the lane, and he did not let up on the chase either. I dodged into a yard and saw an empty ash-can; in I jumped and pulled the lid down before he got in sight. He stopped right by that ash-can and asked a feller where I was. The feller didn't know. The man had his hand on the lid! My! how I shook! He told that feller that I just better tell my father about this before he heard of it from him, or I'd get something a lot worse. He didn't find me. Golly! but I was glad when he went back to his car.

"I thought a lot about that thing. I didn't like to tell my father, but if I'd got to, I thought I'd have my supper first. Then, I was afraid every minute that the man would call up on the 'phone, so I told the whole thing. You oughta heard what my father said. Oh, boy! It was awful! I wished he'd licked me instead. Of course, I had to go to bed, and he took the pop-gun (he's got it yet) and, worst of all, the man never told!"

A few weeks later Peter's mother told me briefly what the boy's father had said to him. After shaming him for doing such a small, mean thing he had added, "Now think, what if you had injured that man's eye and had made him blind for life, never able to see anything. Think how I would feel to have a son who could do such a thing!"

As you see, the punishment was effective. Doubtless the "millionaire" had heard the rattle of the ash-can and knew where the boy was. I hope he may chance on this article and know the result, for he handled his part well. As for the attitude of the parents, how much more can be done through a child's power of reasoning, if a situation is presented to him with vivid truth, than through physical force—often merely a vent for adult irritation or anger. In the latter case the parent is placing himself on the child's level of development and depriving him of an example to live up to. The power of fine self-control on the part of an adult should be, at least subconsciously, felt by the child as an ambition to attain.

TAKING TIME WITH A CHILD

By Mary S. Stover

A dear woman of my acquaintance spent her childhood amid pioneer conditions in the Canadian bush. As the family sons were all daughters it soon became her task to bring home the cows pastured fully a mile away.

One afternoon, as she was running down the brush-bordered lane which was the last of her route, the child saw what appeared to be a very strange animal with down-bent head and terrifying horns. She stopped and watched from a safe distance, but it remained in the same menacing attitude at the side of the lane.

If there had been some other way to reach the cows and drive them home, Laura would have gone on, but she felt that no little girl ought to get any nearer to that peculiar creature. She ran in panic to the place where her father was at work.

He assured her that there were no dangerous animals about and said she must have taken fright at one of the steady old cows. Laura couldn't believe this, she was certain it was some monster very different from anything with which she had had to do, but of course it might have gone away, so she dutifully started back.

The creature had not left the lane, and the early dusk made it appear even more formidable than before. Back she ran in tears. This time the father left his work, took the child by the hand and, talking calmly, led over the whole way again, so that she could see with her own eyes how harmless was whatever had frightened her.

It proved to be just a dead tree that the child had daily passed in unconcern till something in the atmosphere of this afternoon, or the angle from which she first caught sight of the gaunt old ruin, stimulated the young imagination to transform it into a frightful beast.

In her womanhood, Laura cherished this experience as one of the most precious memories

of her father. He was a somewhat stern man, preoccupied with his many tasks, exacting, if judged by modern standards, and she knew what it meant for a farmer to leave his work and patiently walk a mile beside a frightened child.

Yet for him to have gone after those cows by himself would not have meant nearly as much. A man who did that would be likely to say: "You were scared of just an old dead tree!" Such a statement, no matter how kindly given, back in the home kitchen, would have bruised the child's spirit.

Taking time with a child in need is a far more valuable service than investments of time, patience, and effort merely given for him. What skill is required to impress the ordinary child with the importance of anything that is merely done for him! Whereas the kindly service undertaken with him to meet a felt need of his wins both immediate and lasting appreciation. Wise, therefore, is the parent who is not so cumbered with much serving of a material sort as to fail the boy or girl in acts of comradely helpfulness.

"MOTHER, DID YOU BUY ME SOMETHING?"

By Marion Brownfield

"Mother, did you buy me something?" asked a little girl pausing from play as her mother came up the front steps.

Whether the mother did buy her five-year-old daughter something on that shopping trip is really unimportant. The simple question asked indicates, however, a point that should be considered in child training. Children are naturally eager and expectant, but parents, and mothers especially, might well ask themselves the question, "Am I training my child to expect too much?"

We owe it to our children to give them the necessities and as many of the comforts as possible. But "buy me something" can easily mean a luxury that is foolish and extravagant. That this little girl did not ask definitely for any particular thing is a pretty certain indication that she did not lack any of the ordinary comforts of life. She undoubtedly had happy birthdays and Christmases. She had pretty clothes and the average number of toys. But "buy me something" had become a habit—to be indulged because a mother had been over-indulgent! With the best of intentions, parents make a practice of bringing gifts to their children when they have been away. If it has been a long trip, and the youngsters have been lonely and have had to exert themselves to maintain certain standards of "being good," rewards are justifiable. But beware lest rewards degenerate into bribes!

Contrast with the child above the twelve-year-old girl who rushed in from school to find her mother still away shopping. "Isn't mother here yet?" she asked. "Goody! Then I can surprise her and have the supper all ready!"

If mothers encourage their children to do little favors for them, especially surprises, the children will enjoy the doing much more than receiving some expensive toy or game. Of course a five-year-old can't be expected to prepare a meal. But it is surprising how young a child can be taught to help make the home. A five-year-old boy in one family, for example, has as his special pride the task of putting out clean milk bottles from the kitchen to the front porch. Simple as such a duty is, it is meaningful as a character builder.

The disagreeable "buy me something" habit is also often indulged when children are taken away from home. Seldom does the child really long for any particular thing. Usually, he merely wants entertainment at that particular moment. If a mother opens her purse as soon as her boy points to a peanut stand, his demands are likely to be endless. The thoughtful mother who realizes that hunger may also be a reason when candy is teased for, supplies something from home that is wholesome, such as crackers or sweet chocolate. Or perhaps before she starts on an excursion, she gives the kiddies a last-minute lunch of bread and milk. A full stomach is not apt to whine, "Buy me something, Mother!"

One must find out, of course, why the child makes a demand. If the mother herself has unconsciously started the habit she at once must start a cure by making a simple but firm explanation: "Mother can't buy you something every time she goes out. She doesn't buy things for herself every time; she would be poor if she spent money whenever she went where there are things to be bought. She gets only what is needed, except that once in a long time she buys you a present."

Fortunately, most children are sensible. It is only when we indulge them unwisely or put them off carelessly with, "Don't bother me now," or "Run and play, Mother's tired," that we are encouraging and fostering the "buy me something" habit.

BLOW HOT, BLOW COLD, MOTHERS

By Ethel G. Peterson

Last evening I saw a six-year-old rush down the walk, to throw both arms about his mother, who was returning from a shopping trip; his face was aglow, his eyes shining with joy. Then I was dismayed to hear the mother say pettishly, as she pushed him aside, "For goodness sake, leave me alone. Can't you see that I'm tired, and have my arms full?"

No, a six-year-old doesn't often notice such things unless his attention is called to them. I watched his bright face change, his lips quivering, and his eyes filling with tears. I could scarcely keep from picking him up and comforting him.

Now, as it happened, a few days before I had watched that same young mother romping on the lawn with her boy and girl, and had seen her end the game by gathering them both into her arms with almost passionate affection.

I know she really loves her children, but she is a "blow hot, blow cold" mother, who when tired or nervous, treats her children with what looks to an outsider almost like dislike; then perhaps the next day she bestows extravagant caresses upon them. Poor children, they never know what they are going to receive at the hands of their mother. Yet she would emphatically resent any imputation of unfairness in her conduct toward them!

I heard another mother of this same general type scolding her little daughter one day unsparingly for what—a tear in her glove! I wondered at her harshness myself, and was amused when the child looked up at her, and asked respectfully, "Mamma, what would you have left to say if I stole something?" I wondered too.

A week later the same child disobeyed a strict order of her mother's, and came tremblingly to tell me about it. I advised her to go to her mother at once, and have it over with. She finally promised to, though she said, "I know Mamma will whip me, for she said she would."

A few days later I had an opportunity to question her as to the outcome. She laughed, and said, "Oh, Mamma was busy sewing, and she just said, 'Well, you've been very naughty, and I'll certainly punish you if you do it again!'"

That is the mother who at one time pounces upon a child and punishes her for some mere trifle, and at another time overlooks a much more serious fault for which the child herself expects to be punished.

Are you a "blow hot, blow cold" mother whose children never know what to expect, or are you by your own poise, fairness, and self-control cultivating the same desirable qualities in them?

A WORD OF PRAISE

By Mrs. Nestor Noel

"How badly you weeded the garden," remarked a mother to her young boy, one hot day.

The boy, John, looked ashamed, as I had just entered the garden.

"I've done all that lot," he said pointing to a well-weeded bed. "I can't do it all in one day." He threw down his hoe and went sulking into the house.

"It's always like that," remarked his mother to me. "He can't finish what he begins."

"Perhaps you give him too much to do at a time," I ventured. "He seems to have done that bed of pansies beautifully, and it is very hot today."

"So it is," said the mother. "Come on to the porch and we'll have some iced lemonade. It isn't fit for a dog to be outside. See how lazy Rollo is. He doesn't even get up to welcome you."

The dog wagged his tail lazily, but did not move.

Yes! It was not a day on which a dog could be expected to exert himself; yet this woman had expected a boy to do a man's job. When I expostulated with her mildly, she remarked: "A boy must do something or he will only get into mischief."

I have often seen women of this type and pitied their sons. This woman was cross with her boy for what he had not done, yet never gave him one word of praise for the beautiful bed of pansies which he left as perfect as an experienced gardener might have done.

I have had a great deal to do with children and I have invariably found that a word of praise will bring out the best that is in them and induce them to greater efforts. Why not let them have this little word? It costs us nothing.

In looking over a child's work, why not notice the good qualities about it, as well as the bad? For instance, that mother might have said: "How well you have done the pansy bed. It's hot now. Suppose you rest, and finish the other part later on." The boy would have welcomed the word of praise, especially in front of a stranger, and he would have worked twice as hard in the cool of the evening, until the rest of the garden was as good as the first part.

In his own home a boy is often set to work with no word of encouragement and nothing to reduce the drudgery of his home tasks.

Even filling the wood box, the boy's daily job, could be made less irksome. A boy often says, "I'm forever filling that box," but a mother could change his point of view and make it a pleasant job if she made the boy realize that she needed the wood to cook good things for him.

I do not believe in paying a child for every bit of work he does, because he must bear his share in the household; but I believe the kind word of appreciation should be given more often than it is. A word is not much. We do not have to open our purses to give it. Why then are mothers so chary of this little word of praise when it brings such good results?

HALF A MIND

By Helen Gregg Green

A little school marm was telling about speaking to the mother of a pupil about her son's poor work in school.

"Well," sighed the mother, "I really don't know what to do. I've told Ronald he'll have to stay away from the movies this week and study, and I've half a mind to stick to it."

Half a mind! Therein lies the trouble with many mothers.

When you're a half-a-mind mother, your children soon find it out and when they discover the fact, how your discipline will suffer!

I recently overheard several boys talking.

"Come on, let's go in swimming," James coaxed.

Eddie grinned but shook his head, "Can't. Sorry! But Mom said, 'Not to-day.'"

"Aw shucks, Eddie, come on! Your mother'll forget what she said. Mine usually does. Half the time she doesn't mean it."

"No, my mother won't," Eddie answered firmly. "She doesn't lay down the law very often, but believe me, Bo, when she does, she means it!"

"Oh well, I'm going. My mother told me not to. Said she would spank me if I did, but she won't. At least," hesitatingly, "I don't think she will. Sometimes she means what she says, and sometimes she doesn't." And off James shambled.

What a contrast between the mothers of these two boys, and how much better the effect of firmness!

I don't believe in nagging children; and I don't believe in giving perfunctory orders and rebukes every few minutes. But I most firmly do believe in meaning what you say, and having a good mind of your own.

Occasionally you will change your mind about something. In that case it is wise to explain to your boy or girl just why you did so.

Your children will respect you more, and you will be a more successful parent if you are not the vacillating, half-a-mind type. And the matter of discipline will be much easier and pleasanter, and everybody will be happier.

SHOULD WE CONTRADICT EACH OTHER?

By Lydia Lion Roberts

A long time ago there was a little girl who was bright, eager, and full of life. She was impulsive, interested in everything she saw and brimming over with ideas. But so many times her eyes clouded, her interest dulled, because when she tried to show older people that she saw things differently, or meant something that they did not understand, they said to her sharply, "Don't contradict me. I am older than you and you should not contradict your elders."

The little girl had not meant to contradict, she had been trying to get out some of the many thoughts which tumbled over each other, and which grown folks seemed so slow to understand.

Yet when these people told her things—and she was always so glad to have them talk with her—if she ventured her own ideas, they often flatly disagreed with her.

"But you contradict me, Mamma," she said with a puzzled appeal in her eyes one day.

"That is different," said the mother. "I am older than you."

The little girl learned to keep silent even when she knew people were hearing things wrong, and she learned never to speak of it when older people quite flatly contradicted her, but she wondered and wondered.

Why was contradicting wrong when you were young, and right when you were older? It didn't make sense in the little girl's mind, it didn't seem right, but anyway there was no use asking any more about it because one only got into trouble. However, she made a big resolution. She resolved that when she grew up and married and had children, she would never, never contradict them. She would not contradict them even though it were perfectly all right for her to do so.

The years passed and the little girl married and had rosy, sturdy children. When they began to grow to the eager, questioning, experimenting age, the grown-up little girl never once forgot her early resolution. If she differed in opinion with her little children she would say, "Perhaps you are right, but I thought it was this way," or, "Now are you sure that is so? Because I had a different idea about it," or, sweetly and politely, "Excuse me, dear, but I think you are wrong." It was no wonder that the children were so obedient and happy in that house that people commented upon it.

Sometimes the children would breathlessly break into a conversation, then the mother would say gently, "I know you don't mean to be rude, but wouldn't it be more polite and pleasant if you didn't answer quite so quickly? It sounded almost as if you contradicted me, but of course you and I know that isn't right so we don't do it to each other."

"DO" RATHER THAN "DON'T"

By Gustav Spiller

Modern experience is teaching all of us that "You are earnestly requested to . . ." is far more effective on a notice board than "Trespassers will be prosecuted." Coming one day, on a ramble, to an opening in a wood the author said to his companion, who is well known as a moral instructor: "It says, 'Trespassers will be prosecuted.'" "Then," he replied promptly, "we'll trespass."

On another occasion the author visited abroad a training college for teachers, and chaffingly pointed out to a group of teachers that one of the wall-notices was rather peremptorily worded. "Oh," they laughingly answered, "our board of education is responsible for this notice; there," pointing to another couched in altogether different words, "is one of our own."

You will find that rays of kindness are far more effective in moving young or old than the bleak winds of threats. The old, old story of the competition between the sun and wind embodies a profoundly important truth. A prohibitive tone is provoking, and if you say to anyone:

"You must not," you will very likely receive as a spoken or unspoken reply:

"Then I will."

A genial, courteous request one is ashamed to deny.

§2. HAPPINESS IS LIKE SUNLIGHT

Happiness will act on your children as the sun acts on the vegetable kingdom. They can never have too much of it. They will grow best, learn best, behave best, if you keep them happy.

Arrange a game with your children that nobody (including yourself) should answer a request if "please" is not said, and there will be great fun when someone "forgets" to say this word and keeps repeating his or her request, wondering why no answer is forthcoming. Having gained your end thus far, you initiate the further game of good-naturedly ignoring and even refusing the request (if not an urgent one) unless the "please" formed part of the original sentence embodying the request. The complementary "With pleasure," when your children are asked to do something, can be acquired by them in the same manner. In all such cases you will find it well to have a real game where the needed word or words or actions recur repeatedly, in order to stamp them on the memory. Your children are sure to enjoy this.

A little girl of five had, for some reason, developed the exasperating habit of slapping everybody. Habits, as you know, are difficult to remove. She agreed with her father (when on a holiday) that she was "forgetting herself," and

that he should help her not to "forget." Accordingly, he told her good-humoredly many times during the day (this is the essence of the method) to think of not forgetting herself, and when there was the slightest reason to expect temper she was told to be careful not to raise her hand. If she "forgot" herself she was, with her consent, sent into some other room to "think about it" carefully, on the understanding that she would soon be called back. (The "other room," when by the seashore, was any big pebble near by.) If there were lapses she would understand that she must "think" for a long time. In this manner the "illness" was soon cured. It, however, returned after a time, owing no doubt to nervousness, and a single half-day in bed had an electric and lasting effect, besides making her feel very happy. Indeed, once she volunteered to go to bed on a certain occasion, though she intensely disliked it.

§3. "DO!" IS "DON'T!"

THE POLICEMAN is obliged to look at the seamy side of life; but you need not and should not. The policeman's duty is to watch that no one offends against the law; yours is to inculcate a love of law in your children. Avoid therefore negative morals as far as possible. You should extol the good, and show its reasonableness and its beauty, rather than warn against evil and insist on its hatefulness.

Instead of saying, "You are naughty," rather say: "You are not very good now." Instead of picturing the evil consequences if a rule should be transgressed, picture the good to follow if it is obeyed. Instead of saying, "you are wrong," "don't pick the flowers," "don't cry," "don't be dirty," "don't shout," "don't make such a noise," "don't get down from the chair," "don't be unkind to your brother," say gently and good-naturedly: "You have made a mistake," "ah! the poor flowers," "come, be more cheerful," "try to be cleaner," "speak more gently," "softly," "please remain in your chair," "be ever so much kinder to your brother," and so on.

There is a world of difference, you will readily admit, between the two attitudes. The one points constantly to what is sordid and tells the offender that he is the child of evil; the other calls his attention to the good and the better, and accustoms him to think of all that is holy and beautiful. Words like "naughty" and "silly" suggest thus naughtiness and silliness, and the child readily calls others naughty and silly.

The very ease of the negative way demonstrates that it springs from mere uninformed instinct and has neither reason nor an ideal for its basis, while the arduousness of the opposite way argues that the judgment is called into requisition and that we are thinking of the positive end of education.

Be, therefore, positive and not negative; aim at the good and not at the absence of evil. Let the conception of degrees of goodness take the place of the double conception of good and evil.

SYMPATHY WITH CHILDREN

By MRS. THEODORE W. BIRNEY

IF WE could only know all that a little child feels and thinks, we should be so tender, so considerate of them; we hurt them in a thousand ways, we grown-ups; we are so absorbed with our point of view, we cannot see theirs, and some mothers and fathers never realize the full need for sympathy until the baby hands can no longer give that little tug at coat or skirts with which all parents are familiar, and the baby voice has passed forever from earth, and there remains only that unending tugging at the heart-strings, which we call vain regret.

§2. FATHER GETS HIS CHILD'S VIEW-POINT

MARY WOOD-ALLEN relates that a young merchant, intent on business, while rushing across the city on his wheel, met with a collision, resulting in bruises and dislocations which kept him from active duties for a few days. The mental currents, which had been rushing out along lines of business activity, were suddenly checked, and boiled and seethed in irritation and rebellion. "It would not have been so hard," he said, "if I could have been let down easy; but this sudden stoppage from a point of intense activity to a state of enforced quietness is almost unbearable." One evening, while lying upon his sofa, he noticed that his little boy, a bright little fellow of four years, was remaining up after his usual bedtime, and calling the nurse, he commanded her to take the child to bed. The little fellow resisted with kicks and screams, was scolded and slapped by his father into sullen acquiescence and carried off rebelliously to bed. "I declare," said the father, "that child is get-

ting to be incorrigible. I shall certainly have to take him severely in hand."

This remark was addressed to a friend, a woman of experience, who, sitting in the room, had been a witness to the proceedings. The comment of the father opened the way for the expression of thoughts which were welling in her mind. "Did you notice what the child was doing when you ordered him to bed?" she said.

"Why, no; not particularly. He was playing."

"He was very busy," said the friend. "He had a grocery store in one corner of the room, a telephone in another and a magnificent train of cars with a coal-scuttle engine. He was taking orders from the telephone, doing up packages in the grocery store and delivering them by train. He had just very courteously assured Mrs. Brown that she should shortly have a pound of rice pudding and a bushel of baked potatoes; had done up a pumpkin pie for Mrs. Smith, when he was rudely disturbed in his business by Sarah and carried off to bed. He resented, and probably if he could have put his thoughts into words would have said just what you did a short time ago—that if he could have been let down easy it would not have been so hard. But to be dropped suddenly right in the midst of business was intolerable. Now, he knows that to-morrow the grocery store will have been demolished, the telephone will have disappeared, the train will have been wrecked, and if he goes into business again he will have to begin at the foundation. You think your experience is hard enough; but you know there are others at your place of business who are looking after things as well as they can. How would you feel if you knew that your store was demolished and had to be built up again from the foundation?"

"Oh! well," said the father, "but that is business. The boy was only playing."

"The boy's occupation to him was business, just as much as yours is to you; his mental activities were just as intense; the sudden checking of his currents of thought were just as hard to bear, and his kicks and screams were no more unreasonable in him than have been your exclamations and suffering during the time that you have been ignominously consigned to bed. You have been worrying over plans that were suddenly confused because of your accident; he goes to bed feeling that Mrs. Brown would be disappointed because she didn't get her rice pudding, and it was as hard for him to bear this as it was for you to bear your experience."

"Well, what would you have me do?" said the father. "Would you let the child sit up all night because he is interested in his play?"

"No, but you might have let him down easy. Suppose you had given him fifteen minutes in which to rearrange his thoughts. Suppose you had called him up and said: 'Well, Mr. Grocer, I would like to give you some orders, but I see that it is about time for your store to close, and I shall have to wait until to-morrow.' No doubt the little grocer would have been willing to have filled your orders at once; but you could have said: 'Oh, no. Shops must close on time, so that the clerks can go home. There will be plenty of time to-morrow. I see you still have some goods to deliver, and your engineer is getting very anxious to reach the end of his run. In about fifteen minutes the engine must go into the roundhouse and the engineer must go home and go to bed, so as to be ready for work to-morrow.'

§3. THE RIGHT REMEDY

"Do you not see that this would have turned the thoughts of the child into just the line that you wanted him to go? He would have been glad to close up his shop, because that is the way men do; and as the little engineer at the end of a run he would have been very glad to go to bed and rest. Instead of a rebellious child sobbing himself sulkily to sleep with an indestructible feeling of injustice rankling in his heart, as a happy little engineer he would have gone willingly to bed, to think with loving kindness of that father who had sympathized with him and helped him to close his day's labor satisfactorily."

"I see," said the father, "and I am ashamed of myself. If I could awaken him I would go to him and ask him to forgive me. Sarah, bring Robbie here."

"He is asleep," was the reply. "Never mind; bring him anyhow."

The girl lifted the sleeping boy and carried him to his father's arms. The child's face was flushed and tear-stained; his little fists were clenched and the long-drawn, sobbing breath showed with what a perturbed spirit he had entered into sleep. "Poor little chap," said the father penitently, as he kissed the cheek moist with weeping, "can you forgive your father, my boy?"

The child did not waken; but his hands gently unclosed, his whole body relaxed, and nestling his head more closely against his father's breast, he raised one chubby hand and patted the father's cheek. It was as if the loving voice had penetrated through the encasing flesh to the child's spirit, and he had answered love with love; and they will always answer love with love.

§4. PARENTAL INDIFFERENCE

NOTHING can compensate the son or daughter for loss of parental sympathy with their developing ideals, plans, and affections; nor can anything be more destructive of joy in one's children, or influence over them, than to let a natural and affectionate interest in whatever interests them chill into indifference. It is not the sympathetic parents who complain that their children do not confide in them. Blessed is that sorrowful daughter who can hear her mother whisper, "I know, dear what a sore temptation it was; but——" Blessed is the son, angry and troubled, whose father throws his arm across the bowed shoulders and says heartily, "I've been through it myself, old fellow. Fight it out and you'll come out on top. I know it, for I have been there!" Even punishment, inflicted in this spirit, serves its purpose of reformation, and leaves no grudge.

FIRMNESS IN CHILD TRAINING

By JOHN H. CLIFFORD

THE ultimate attitude of a little child, who has endeavored in vain to overawe a parent by an exhibition of temper, will usually be that expressed by a girl whom Mrs. Wood-Allen cites: "I did run away, Mamma; and Aunt Mary tied me up, and I hollered and kicked and hollered as loud as I could, but she never scared a bit. I guess—I guess I won't run away any more."

Regarding firmness, some sensible maxims are given by H. Bompas Smith:

1. Never lose your head or your temper.
2. Make up your mind beforehand exactly what you will and what you will not allow.
3. Make it perfectly clear what your standard is.
4. Always appear to take for granted that you will get what you want.
5. Having said what you will do, do not change your mind if it can possibly be avoided.
6. Never let a child off from kindness of heart.
7. Never threaten vaguely or indulge in general declamations.
8. Do not grumble or implore.
9. Do not be always nagging.
10. Never let a child argue about his punishment. If he approaches you in a proper way, listen to what he has to say and make him see that you desire to be reasonable, but never embark upon an altercation.

By repeating so frequently the injunction never to punish in anger, we may perhaps discourage some parent. "What shall I do?" he may ask. "Shall I wait to fall upon a child when he comes up smiling to me or when I too feel in a mood of tenderness, and correct him for some past misdeed?" Irritable as we most of us are, we shall hardly err in too much gentleness. Yet Dr. Felix Adler ingeniously allows us the mood which he calls "moral warmth"; but he makes a valid distinction when he says that we must endeavor that this warmth be consistently held toward the offense and not toward the offender, so that the punishment shall not be of a bad boy but of a good boy whom we are trying to separate from badness.

§2. FIRMNESS WITH THE BABY

DR. EMELYN L. COOLIDGE, an eminent specialist in the care of infants, declares: "The cry of temper should never be given in to or the mother will regret it later. Baby's training must be begun from the first day. He should not be rocked to sleep, trotted, nor walked the floor with, nor allowed to suck his thumb or 'pacifier.' All of these habits will soon have to be broken, so why begin them? He needs all the love he can get, but he should be made a happy little blessing, and not a naughty little tyrant."

It has been said that the moment a baby arrives the question presents itself, "Shall the house adjust itself to the baby, or the baby to the house?" Family love may center about a baby, but there is no reason why all the family should be upset for years by the whims of a little animal who hasn't the least idea of what he is about, or how it affects others. If you have a puppy worth raising, you treat him substantially as well as you do your child, but you compel him to behave himself. The two animals are pretty closely alike for a while; and the mother might often save herself and her baby much trouble and sorrow if she took a hint from the method her husband uses with his precious puppy.

Almost every mother has to decide very early whether she or the newcomer is to rule. "If his mother is a washerwoman, he gets no answer," as Ernest H. Abbott remarks, "She goes about her washing and he finds his place without much remonstrance. The children of the poor are blessed with mothers who have this problem settled for them by the gaunt hand of necessity.

If, however, this lordling has been born in the purple, even of a very light shade, he has a good chance of seizing the scepter at the very first grasp. He certainly will seize it and wield it relentlessly, if his mother decides to do the easiest thing. The foundation of an absolute monarchy within many a plain American home has been laid by allowing the diminutive heir apparent to engage in midnight feasting when every consideration of orderliness commanded sleep."

Whether or not parents may think it wise to decide the question of authority in the cradle, there is no question but that a baby accustomed to submit and adjust itself to circumstances and regulations, will more easily take the next step, which is obedience.

§3. CAN A "GOOD FELLOW" BE FIRM?

O'Shea discusses the question whether it is possible to maintain firmness in these days when a parent is a real companion to his child. "Can a father be a 'good fellow' with his boys and train them in right living at the same time?" He answers the question in the affirmative: "The real competent trainer can do this. He can be on the most familiar terms with his children when the occasion permits of play relations; but when the situation demands coercion, or penalizing, he can assume the attitudes essential to the efficient performance of the task. In this way he can lead his children to evaluate properly their experiences and the various lines of conduct which they might pursue. But one who is either 'easy' or severe under all circumstances, cannot give the young the right perspective in viewing the varied possibilities of action presented to them. In our American life we need to cultivate the type of trainer who can be a playfellow and at the same time a leader."

CHARACTER TRAINING THROUGH STORIES

In answer to the query, does story-telling help in building character? the one obvious reply is, Men have always thought so. It is an interesting fact that the method of the story is still very generally used among primitive peoples in the training of their children. Frank C. Spencer, in his book "The Education of the Pueblo Child," tells us that Pueblo children do not receive commands to do or to refrain from doing without a reason for the command being given. "This reason is given in the form of a story in which a given action is portrayed, with the good or evil resulting to the doer. These legends, or folk-tales, are very numerous, so that one may be found illustrating almost any case that may arise." He says that the Pueblos take story-telling as a form of training so seriously that they often select impressive times and methods by which to lend force to these lessons. "In the evening, when the fire burns low and the room is dimly lighted, is a favorite time for the repeating of those tales, and the solemn, hushed tones in which they are told, together with the striking postures accompanying them, give them a weirdly dramatic effect." His testimony is that the method is most effective. "They exercise a profound influence upon the children, and the moral laws they prescribe are seldom transgressed."

§2. STORIES HELP KNOWLEDGE

It has been customary to consider that the mental life of man has three phases, thinking, feeling, and willing. Story-telling makes each of these factors of the child mind active.

The story is helpful in the first place, because *it helps the child to know what is good.* It encourages moral thoughtfulness. Children are not born with a knowledge of the Ten Commandments, and even if they were, this "knowledge" would not be especially effective. Everything the child really knows, he knows in terms of life. Truth, to him, must always be concrete. To the child, "Every boy's a fairy prince and every tale is true." The value of dragons is that they make evil concrete and horrible and the value of fairies is that they make goodness concrete and beautiful. Fairy godmothers are ministers of justice, and through the moral contests in the children's stories which he hears, the child visualizes his own struggles.

Stories not only help the child to know what is good, but they help him to *want* to know what is good. The child is himself morally alert, but stories make him even more alert. They help him, as Prof. Frank C. Sharp has stated, to "try to develop the habit of asking and the power of answering the question, 'What is the right course of action?'" As he cleverly says, "They reduce the amount of moral illiteracy."

§3. STORIES HELP RIGHT FEELING

The story is helpful, in the second place, because *it helps the child to feel what is good.* The child is by nature prepared to feel strongly in response

to stories. When the story is told in such a way that goodness triumphs and the child wishes goodness to triumph, he is receiving a vivid experience of the value of goodness. He believes that life and goodness are worth while. Just as it is true, as Dr. Charles Eliot Norton used to say, that "A book is dangerous if it makes life seem uninteresting," so a story is dangerous if it makes life seem less worth while. On the contrary, if a story to a child adds to his valuation of goodness in life, it has manifestly enriched his experience. When we do this, we do not appeal merely to the child's sensitive feelings, but also to something deeper in his nature.

The very mood in which a child listens to stories is helpful to our end. A good story makes a child happy; and joy is strength. A tale which has touched his better feelings and given him a vicarious experience of being good himself sends him out with greater courage actually to do good. Even the sweet sadness of the pathetic tale, if it be not mawkish in its sentimentality, strengthens rather than subdues the spirit. The child will turn back to real life again invigorated and cheered.

It is still true, as the Hebrew sage told us, that "out of the heart are the issues of life." It is really the heart rather than the intellect that must be convinced if the human being is to be changed.

It is not only much more encouraging, but it is much more effective to be able, through a story, to persuade a child that such and such things *have been done,* rather than through command to tell him that such and such things *should be done.*

§4. STORIES HELP RIGHT WILLING

The story is helpful, in the third place, because *it helps the child to will what is good.* No child listens to a story passively. He instantly personalizes himself as the hero of the tale to which he is listening. In imagination, what the hero does he does. Thus he strongly reacts to a moral situation. This means that he is unconsciously taking sides, choosing. If this be true in a single story, how much more effectively is it true when the child has been in the habit of listening to many inspiring stories. So the battle-field of life may be used, through stories, to show the child how to summon to his assistance allies which will assist him in sweeping opposition from his path. When he listens to such stories he signals his allies to his side.

We must not exaggerate here. No child can do good while he is reading a book. No child can do good while he is sitting comfortably in an armchair listening to a story-teller. Believing in the old axiom, "No impression without expression," we must encourage the natural tendencies, which the child himself shows, to go forth immediately and to retell or reënact the story which he has heard, or, still better, to do something good for which the story has been the stimulation.

HOW TO TELL STORIES FOR CHARACTER-BUILDING

By William Byron Forbush

A few special instructions as to story-telling for moral ends may be suggested. In the first place, we must always be sure that what we intend to give is a story. Yet if a story is really to be effective, it must be a *story,* and not a *sermon.* Let us never call it "an anecdote"; never in story-telling use the word "character," "will-power," "virtue," or any of the names which go with a book of ethical lessons. A child should go away from our story not feeling "instructed," "improved" or depressed, but joyous, affectionate, and courageous.

Let us use at least the tact of a Pueblo Indian in our choice of a time for story-telling. In a quiet moment before going to sleep, in the leisure of Sunday, during the confidential half-hours which come frequently, though unexpectedly, the skillful mother will present her story.

The manner of moral story-telling is of considerable importance. Though preaching, we are not to adopt the preacher's tone. We are to avoid the "high pulpit manner." The story is to be told with evident enjoyment, if possible with a touch of humor.

§2. DO NOT OVER-EMPHASIZE THE "MORAL"

"Do not take the moral plum out of the fairy-tale pudding," says Dr. Felix Adler, "but let the child enjoy it as a whole. Do not make the story taper toward a single point, the moral point. You will squeeze all the juice out of it if you try.

Do not subordinate the purely fanciful and naturalistic elements of the story, such as the love of mystery, the passion for roving, the sense

of fellowship with the animal world, in order to fix attention solely on the moral element. On the contrary, you will gain the best moral effect by proceeding in exactly the opposite way. Treat the moral element as an incident; emphasize it, indeed, but incidentally. Pluck it as a wayside flower."

And when it has been told—let it alone. For that reason it is usually well for the story-teller to depart suddenly after he has winged his arrow to the mark. May we be delivered from the temptation of what Emerson once termed, to "pound on an incident."

§3. SHOW SYMPATHY WITH THE SUBJECT AND THE HERO

In our manner the finest virtue will be sympathy. Sympathy with our subject and our hero. To quote Emerson again, his highest praise of Plutarch, the greatest purposive story-teller of all time, was that "he never lost his admiration," or, as he put it in another place, "He had that universal sympathy with genius *which makes all its victories his own.*" Sympathy, too, with the child. The vice of the teacher is contempt of his pupil. It is hard to tell a child an improving story without looking down upon him. But if Dr. Norton said that the worst book is the one that makes life seem less interesting, he might have added that the worst story is the one that makes the child feel inferior.

And yet, with all our caution about preachiness, we do want our children really to get the application of the story. Nathan's tremendous parable to King David did not satisfy the prophet until he was sure that the king received into his heart the words, "Thou art the man." Especially perhaps in the Bible stories, are children likely to feel content that what we tell took place a long time ago and related to the sins of somebody else. The child, we have said, tends to personalize himself as the hero of each, but he may not do so unless the story is effectively told.

§4. INDIRECT APPLICATION—THE CHOICE OF SUBJECTS

One mother of our acquaintance used to be sure of her application by making it a point on Sunday to tell, under the name of another child character, of dispositions and incidents which she had noticed in her own children's lives during the week. She did this so skillfully that they would, in surprise, tell her that they had been in the same case. The application was not difficult. It is possible to carry along from time to time incidents concerning an imaginary "Grumpy," or "Lazy Lawrence," or "Mary, Quite Contrary," and promise to call some child by such a title of reproach if he deserves it, or, still better, to tell of the exploits of a hero and encourage the children to incarnate him.

Tales are the natural soul-food of children, their native breath and vital air; but our children are too often either story-starved or charged with ill-chosen or ill-adapted twaddle tales. Good tales, well told, perform the moral choices of adult life aright. Many Bible stories are among the best, but there are not enough, and there are not enough of them adapted to any age, so we should go outside, and draw on other sources.

In the choice of stories for moral needs, one aim is to be remembered above all others. Such stories must answer questions which are already being raised by the children, which refer to experiences or acts of their own. The parent who is a physician of the soul will apply his medicines as they are needed and reiterate stories which bear upon certain truths until the children begin to live them—until right paths are worn. In early adolescence, the method of telling stories should be that of biography, and moral instruction may be based upon incidents in the lives of men in fiction passing through moral experiences as real as if they had actually lived. When we try to teach morals by mere words, the pupil gets words; but when we do so through lives he gets images and ideas.

MOTIVES TO WHICH YOUTH RESPONDS*

By Henry Neumann, Ph.D.

Here are some of the normal desires of the young which we can harness in the interests of moral growth:

1. Desire for strength: For example, a boy may not quit smoking for other reasons, but he may do so when convinced that the habit will interfere with his athletic achievements.

2. Desire to earn a living: This is bound up

*From "The Child," edited by M. V. O'Shea. By permission of The Children's Foundation, Valparaiso, Ind., publishers.

with the self-respect and pride in self-reliance to which many an appeal must be made.

3. Hero worship: The child's first heroes are the people who perform the striking, dramatic, physical exploits. Their admiration for firemen, policemen, chauffeurs, baseball stars, can be used in the interests of courage, persistence, self-control. As they grow older, we must enrich their acquaintance with admirable types in worth-while biographies. At every stage, however, the strongest influence will be exerted by the living examples of friends, parents, teachers. It is well for parents to have frequently as their guests at home men and women of many different careers in order that the children may the better be able to choose their own careers and personalities.

4. Desire for fellowship: Jane Addams tells how a group of boys had infected one another with the drug habit. At the institution to which they were sent, it was at first proposed that the lads be segregated from one another; but a wiser counsel was followed, and the group spirit which had led them astray was enlisted to encourage them to work together for their cure. The love of fellowship is intertwined with many other desires. It shows itself, for example, in family pride, which may lead to the conceit of caste, or, on the other hand, to a strong incentive to make good for the honor of the family name. School spirit is a familiar resource which every wise teacher employs. It should in time widen out into community spirit and into patriotism. The sacrifices which people are willing to make for their country indicate how useful a contribution to moral nurture can be reaped from the social impulses.

5. Desire for distinction and independence: Along with the desire to be a member of a group like all other members, there is also the wish to stand out and to be one's own master. The athlete not only wants his school to excel, but he desires to be known as the one to make this possible. Individual praise is a familiar enough incentive. So is the wish to be master of one's own life. Our cue is to get the child to understand as early as possible that if we allow him freedom, it is with the expectation that he can be trusted to guide himself wisely. Teachers of history and civics have a splendid opportunity to bring home to young people the thought that freedom is good only to the extent that people use it to liberate in themselves what is most deserving of such freedom. The best kind of liberty for any one of us is that which encourages and promotes the liberation of the highest life in our fellow-beings.

6. Desire for leadership: This is closely related to the preceding. It is good to gratify it by such methods as having the children take turns in leading games, occupying executive positions in the school-government or in otherwise directing their groups. The timid gain self-confidence; and the aggressive get the chance to work off their bullying tendencies constructively.

7. The will to power: Every game is at bottom a setting up of artificial obstacles for the sheer fun of getting the better of them, as we see in the working out of puzzles or in tennis. This propensity to make a game out of difficulties can be used to get children to do useful things that would otherwise be distasteful. It has long been used in the kindergarten. Experience there has shown that wisely directed play is the best beginning for serious study. In recent years the principle has been extended into the grades.

We must beware, however, of misapplying this modern educational doctrine of interest. It is good to have children make a game of the things they dislike to do. This does not mean, however, that they should do only the easy tasks or drop the harder ones the moment the latter become distasteful. Instead, we should use every possible means to have children go at the hard things with a hearty desire not to let the difficulty frighten them, but on the contrary, to let it serve as a challenge to the will to power. Otherwise, we shall run the danger of having them grow up morally flabby.

We have already seen how the will to power shows itself in the desire for leadership. Children can understand that to deserve to be leaders, they must train themselves.

The "combative instinct"—another expression of this tendency—should be directed into siding with causes which are just but which are as yet unpopular.

8. Desire for justice: Most people are willing to observe fair play when once they see clearly enough wherein it consists. Here, too, the earliest beginnings are laid in children's games. Normally, they appreciate readily enough what it means not to take an advantage denied to others. It is our part to cultivate still finer practices and finer understandings of just dealing. Pupil participation in the government of the school, for example, is an indispensable resource for civic training.

9. Benevolent impulses: Few people are born without desires to show kindness and mercy. It is good practice to get the children to begin young with the habit of considering the needs of those less fortunate than themselves. To make sure that their charities represent a genuine feeling, the objects must be people whom the children actually know to be in want. We must be on our guard against arousing these feelings too frequently

without giving the children a chance to express them in acts of honest helpfulness. Otherwise we shall run the danger of encouraging sentimentalism.

10. Sex impulses: Capable of doing endless mischief, these are also capable, when rightly trained and directed, of contributing much to the development of character. Chivalry is a single instance. The subject is dealt with elsewhere in this volume.

11. Religious impulses: Where the religious beliefs of the parents and the teachers are sincere, there can be no question of the stimulus they offer to worthy conduct. The same is true of the children. Search deeply enough, and at the roots of every strong character we find reverence. Whether, however, religious instruction should be given in public schools is another matter. Private institutions are free to do as they wish. But in our public schools it would seem wiser to avoid reviving the sectarian antagonisms which are likely to be aroused whenever questions of religon are broached. It is better to have all the best influences in school and community unite upon those moral teachings to which all our citizenship can subscribe with whole-hearted, unified effectiveness. The churches can make their offerings through the home, because there they are free to emphasize to the full whatever beliefs and practices they regard as most distinctive and precious. They can also reach the child through the inspiration they afford to the teachers and through their efforts, as powerhouses of idealism, to encourage every spiritual influence at work in the community anywhere. The church can contribute largely in this way to worthy conduct.

§2. WHAT ARE OUR RESOURCES?

What resources from without can we bring to aid in the development of these inner tendencies?

Our leading help must be the providing of opportunities for practice. The chief influence in the forming of character is what the children themselves do. The way to learn perseverance, regularity, promptness, justice, kindness, team-spirit, initiative, responsibility, is to begin early to practice these essentials.

Fathers and mothers know that one of the most promising moments in a child's life comes when he begs to be permitted to go on a far errand and pleads that he can be trusted. Parents find also that a steady allowance of spending money with the responsibility for its use vested in the boys and girls themselves is a better training in self-mastery than for father or mother to decide at every step whether they should buy things or not.

Along with the training in free self-direction, there must be practice team-work. The best preparation for the character required for democratic citizenship is that which trains the child to take a free and real share in the responsibilities of the groups to which he belongs. This is why participation in the government of the school should be encouraged as far as possible. Even more valuable in some respects are the opportunities offered in collective enterprises whose success or failure depends entirely (as the running of the school does not) upon the children themselves. The best way to learn responsibility as a member of a group is to share in an enterprise which may go to pieces entirely unless all the members do their part.

THE FEAR-PUNISHMENT

By Edith Lochridge Reid

"You'd better behave for that policeman's looking at you—he grabs little boys that cry." So spoke Donald's mother when her small son was making a scene because she didn't have a penny to let him get some candy from the slot machine while they were waiting for the street car at the corner. Less than a month later Donald got separated from his mother when they were watching a street parade. A blue-coated officer attempted to help the child locate his home and parents but Donald was so terrified to have the policeman touch him that he almost had a spasm. The nervous shock of feeling he was in the power of the man he had been taught to fear left him half sick.

One only needs to walk the streets of any city for a day to hear similar remarks by parents. "The conductor will throw you off the car," or, "See that man watching you—he'll chase you with his cane," these are typical expressions to quiet children because the parent is too weak in discipline to control them in any other way.

Recently a doctor remarked confidentially in describing the trouble he had encountered with a frightened child, "Some one ought to wake up mothers to the fact that it is very serious to have a child fear the doctor. This child to-day had been taught that I carry terrible things in my black bag for children that coax for rich desserts and fall out of trees because they disobey.

She raised her temperature several degrees fighting me off."

And this case is only one of many. I heard a mother say to a child that was impatient about staying in bed for the necessary time after an attack of measles, "If you don't mind I'll send you to the hospital and the nurse will come along and strap you right in bed and not give you any dinner."

How much better to have read to the restless tot or planned surprises for her or to have played a new record on the victrola. She should have willingly stayed in bed because she loved her mother and had been taught to respect authority rather than through fear of being sent to the hospital.

A threat to a child always denotes a weakness in the tie that binds that child to respectful authority. Why does a mother need to tell a child a big black bear will get him if he doesn't shut his eyes and go to sleep? Probably because she has managed his bedtime very erratically. Perhaps one night he went at seven and the next night if the family wanted to go to a movie he trailed along and was put to bed at nine or later. Now, to-night, because there are guests and Son must be disposed of summarily, he is told he must go right to sleep or—then follow the penalties that will come if he disobeys, all of which instill fear into his heart that lasts until he is old enough to become disillusioned.

Can't we aim to have our children do right because it is right, and not because they fear doctors, hospitals, officers, and bears? Let us develop caution and judgment but not senseless fear.

A REPROOF OR AN AUDIENCE

By May Whitcomb

Jason, who was four, was visiting at his grandmother's and during the course of the afternoon took a nickel from the telephone stand, went to the corner and bought a sack of candy. He ate part of the candy and when questioned by Grandmother and Aunt Jane, he failed to tell the truth about taking the money.

Grandmother and Aunt Jane and Aunt Mary were dreadfully upset. Something must be done at once. The child couldn't be allowed to steal and lie and go unpunished. And so the remainder of the candy was taken away from Jason and he was told most severely that he could not have it until the next day. This really didn't seem to bother him very much—probably he had already eaten about all he cared for—and then Aunt Jane took him up on her lap and told him what a terrible thing it was for a little boy to take things that didn't belong to him and tell naughty stories. Aunt Mary sat by and looked very sad and said everything that Aunt Jane happened to forget. Next Grandmother took a turn, and told him how wicked he had been, and when she had finished Grandfather added a few parting admonitions as Jason set out for home.

Mother was not at home when Jason and Aunt Jane and the candy arrived, but early next morning Aunt Jane called to know if Jason had told his mother the sad story. He had—an entirely new version—and Mother was properly shocked to hear Aunt Jane's account. She scolded Jason, even slapped his hands a little, and then told Father about it. Father insisted something must be done, so he gave Jason a nickel and took him over to Grandmother's to return the nickel and apologize. And Mother refused absolutely to give him the rest of the candy—until he came back.

Arrived at Grandmother's the whole tale had to be repeated (in front of Jason) for the benefit of Uncle Bob who had been away the day before. At the conclusion of the story, with many promptings, Jason delivered Father's nickel and a stereotyped apology.

Just then Uncle Fred came in, and Jason greeted his new audience with delight. "Uncle Fred know what Jason do? Stole a money an' bought lotta candy an' told naughty story. Can I have candy now, Daddy?"

"Of course it was terrible," said Aunt Jane who was relating the incident, "but he was so cute we just couldn't help laughing at him, and then he told it all over again."

Children make mistakes, get into mischief and sometimes intentionally do wrong, and a wise reproof or explanation of the wrong-doing and its consequences, given by one person, may bear a great deal of weight. But reiteration of the reproof and exaggeration of the wrong-doing by several persons is almost sure either to crush the child or, more likely, make him think he has done something very clever. If he finds that doing

something he shouldn't is a very sure way of attracting a great deal of attention, he soon makes use of the discovery.

An explanation to the child by Mother or Father as to why he may not do certain things, suggestion as to what he can do to right a wrong, and reasonable "consequences" if he persists in an undesirable course of action, will make a real impression and start the formation of an extremely valuable habit—that of doing everything possible to correct mistakes and atone for misdeeds rather than simply saying, "I'm sorry."

THE FAMILY OF JUDGES

By E. M. Megraw

Eight of them sat at table and each had a fling at Dickie—grandparents and parents, sister and brother—and their missiles, though only of words, were sharp and stinging and Dickie grew "madder" every minute.

He seemed a tough little proposition, it is true. He had pitched greedily into the feeding process as soon as he had noisily and rudely taken possession of his chair.

Grandfather and Grandmother looked frowningly at him. Their projectiles began with "In my day—"

"Look at those hands!" big sister demanded of the company in general. "I'd be afraid to eat the bread they touched, but Dick seems to thrive on a germ diet."

Big brother's ammunition required a big gun. He raised his voice for the mention of some "perfectly awful" thing Dickie had done that day, and Dickie's shortcomings, which were generally very short indeed, were resurrected and hammered at one after another.

Father looked as fierce as a South Sea Islander as he said, "I'll 'tend to you later."

Mother wound up by saying, "I can't do a thing in the world with him," her voice a despairing plaint.

There was no such ugly trouble in the family near by, though it included a boy of Dickie's age and proclivities. For fault in the presence of the family, a quiet "Go to your room, Tommy," from his mother was sufficient.

It was true that one might have thought Thomas had been shod by the blacksmith judging by the noise he made climbing the steps, but he obeyed. One cannot expect ill temper to be wiped out magically, only that it be treated sensibly and considerately, regard for the child's future regulating word and action.

Dickie's mother visiting Tommy's mother on one of these occasions, appreciated the even flow of cheerful conversation that continued uninterrupted by Tommy's defection. It was so different from the general squabble in her own home that followed misbehavior by Dickie.

When Tommy's mother reappeared, and her son had dashed out of doors to his play, the less successful mother put her plea:

"Please tell me how you settle things so easily. I can't do anything with Dickie. I believe he takes pride in his successful rebellions."

"I make it a rule never to correct Tommy in the presence of others," her friend answered quietly. "Notice that tree," she continued, pointing through the window to a fine, straight little beauty. "A few months after it was planted it began to lean. I set the gardener to work. He drove a strong stake, the top pointing as directly to the sky as if a plummet had been hung as a guide from the cloud above it, and to it he fastened the young, growing thing. Not with flimsy strings that would break in a day—as inefficient as intermittent discipline—nor did he pull it violently into place allowing others to join in the rough treatment. No, alone he tied it with strong bands neither harsh nor confining, leaving it room to grow true to the guide, upright. My dear, a mother may be the strength that will keep the child growing straight, bound and protected by bands that will not break—truth, affection, respect. The child respects the mother who shows respect for him. One of the ways of doing this is by recognizing his one, inviolable right—correction in private."

CORRECTING CHILDREN IN PUBLIC PLACES

By Esther Hull Doolittle

Children must, of course, be reprimanded at times; they must occasionally be taken seriously to task for misdemeanors. But why, oh why! do mothers deem it right and proper to do this in public? Everywhere one sees it. On street cars, and in all sorts of public places, the

irate mother, voice raised, berates Willie or Lilly loudly for some fault or other. Often there's no question but what the child richly merits punishment, but whenever I witness an adult exhibition of anger and a juvenile display of misbehavior, it seems to me that the adult deserves punishment much more than the child. Moreover, it does not the slightest good to create a scene.

Here is a case. A young mother, obviously more interested in the wax-like polish of her finger-nails than in her small daughter's comfort, enters a street car. The child removes her hat, the mother slams it back; the child plainly over-tired, screams and cries while the mother, very angry, scolds and slaps. The little girl continues to cry loudly until their destination is reached, to the discomfort of their fellow-passengers. This misguided woman would have advanced her own interests infinitely more had she permitted the poor, tired child to have her way, at the time, and saved her corrections until later.

After all, whose fault is it but the mother's if the child is over-tired? Quite aside from that, a public reprimand adds resentment to the already over-burdened emotional capacity and, seemingly, more power to lungs and legs.

I had one sad experience along this line when I was young and foolish. During some city jollification I took my daughter, aged four, to see the daytime festivities. Naturally the crowds and confusion were too much for so young a child and she became over-tired. In my inexperience, I failed to read the danger signals and hastened on to my undoing. My small daughter, by the way, had auburn locks and the quick, inflammable disposition which usually accompanies them. She desired a balloon and gleefully purchased a golden one that matched her hair. Unsuspectingly and peacefully we waited on the corner for a home-bound street car. Suddenly, pop! the hot sun had vanquished the balloon! Small daughter began to cry and sensing the real grief behind the tears, I sought another balloon. Apparently there wasn't another golden one in the world and no color but that would suit the over-wrought baby.

In a fury, she stamped her little feet and screamed. If a nice large and hungry earthquake had come along then and swallowed us up, I'd have been grateful, but my embarrassment led me to a solution of the problem. Since I knew that scolding would only aggravate the matter, I bent down and put my arms around her. At first she struggled but I quickly whispered, "Look, look dear, everybody's watching us. No one else is crying in the street." It worked like magic. She looked up quickly and ceased exploding at once. I seized the opportunity to divert her attention to a passing watering cart and the day was saved.

I am aware that a scheme which would be effective with a sensitive child might be of no use with other types. However, I am sure that no boy or girl is improved or benefited by correction in public for the simple reason that some do not feel the humiliation anyway, and those who do are usually made more angry and resentful by it. In any case, have pity on the public!

SLEEPY HOUR DISCIPLINE

By Luella A. Palmer

I often wonder if Mother realizes what that last kiss and tender pat means to a child as she tucks him into bed. Perhaps the caress would be given oftener and with added gentleness if she knew what an influence it had upon the unfolding of a little new life.

Over and over the brain repeats during the night the events of the day, twisting them into fantastic shapes. These ideas float through the mind of the child for eight to ten hours out of the twenty-four—during one-third to one-half of his life. Whether the fancies will be happy or sad is often determined by the last half hour before sleep begins. And the repetition of the ideas influences a child's temperament making it more cheerful or pessimistic.

That last half hour is often a tax upon the patience of the mother and older people. The child is tired, the activity of the day has exhausted him and he relaxes control over himself; he becomes nervous and excitable or sluggish and obstinate. The adult is also not so well poised as during the day and the sleepy time is often a period of conflicts.

What is the result of discipline just before sleep? When a child has been very naughty and received some physical correction and had a good cry, he falls into a deep sleep. There is a certain soothingness about the finality to his treatment; he has been upset, in an irresponsible, capricious frame of mind during his naughtiness, then in a state of suspense as to the outcome, and the punishment has settled his uncertainty, there is a promise that life will run smoothly in the morning. The hard cry exhausts the child physically and he is in a state for rebuilding sleep.

There is another kind of crying to sleep which does not bring rest and health. When a child has been just a little petulant or reluctant to obey, not naughty enough to be dealt with severely, the adult sometimes speaks harshly or finds fault with the child and insists on exact compliance with commands. The little one goes to bed in a bad humor and cries fretfully. An older child will toss restlessly. The sleep is light and unrefreshing, there is a feeling of something wrong with the world that he cannot help or explain. Even if the displeasure incurred does not cause the child to cry himself to sleep, if that last event in the day has been disagreeable and no reconciliation has followed, the unhappy mood colors the night's dreams.

What shall we do, shall discipline weaken at the end of the day or shall we hold strictly to our rules? Shall we allow the child to be disobedient, or insist on compliance at the expense of everyone's happiness? What is truly best for the child's good?

The best attempt at solution is prevention of the difficult situation. The sleepy mood of the child should always be considered before any requests or suggestions are made.

Evening is not the time for correction if it can possibly be postponed. Of course real naughtiness must always be dealt with positively on the spot by an appropriate consequence. But a child should never go to sleep without the forgiveness and sympathy of the person who has been compelled to inflict the punishment. Comfort and love should go with him into the land of dreams. Often we can afford to let the correction of little perverseness and mischief wait over for the morning.

One little tired "cranky" child refused to put his toys away. The wise mother said, "Mother will do it to-night and we will talk it all over in the morning." After breakfast the heart to heart talk came, he was in control of himself then and could reason clearly. The conclusion reached was shown in her final sentence: "To-night you will put your toys away because you must take care of your own property. Mother has the whole house and you and Daddy to look after." With his mind firmly made up and strongly set during the day, there was no further trouble about the responsibility for clearing away the toys.

Few children express in words what they feel about the goodnight caress, but one mother was rewarded one morning by a voice beside her bed saying, "Mother, I just always have to hug you first in the morning, 'cause you always hug me last at night."

The influence of that hour may last through adolescence and youth. One grown up son away at college wrote to his mother, "Do you remember how after I had been naughty I was always sorry, but I could not say a word until I had plumped down into your lap before going to bed and bored my head into your neck? I would be a pretty big lapful now but I wish I could try it. It was not even the same after I got big and sat on your bed telling you about parties and things."

It is at the sleepy hour that intimate little confidences are given and quaint ideas expressed that lie too deep to be said in the midst of the happenings of the day. The mother who pauses to lend a sympathetic ear to little folks—and growing up folks—will gain and keep an intimacy and understanding companionship that will prove a safeguard and happy memory.

SENDING CHILDREN TO BED FOR PUNISHMENT

By Michael Vincent O'Shea

Some parents have the habit of punishing their children for wrong doing by requiring them to go to bed during the daytime. There is danger in such punishment. Children who lie in bed unoccupied are likely to develop bad habits. A child should not lie in bed at any time while he is awake unless he is kept busy in some wholesome way. When he is sent to bed for punishment the chances are that he will not be occupied and the consequences are apt to be harmful.

Some parents encourage their children to remain in bed and rest after they awaken in the morning. It would be better for them to arise at once. If they really need more rest than they can get from a night's sleep, they should form the habit of taking a nap at a regular time when they are tired and sleepy.

Parents who discover that their children have already acquired bad habits from lying in bed unoccupied, should explain in a frank but kind way the dangers arising therefrom; such parents should follow this explanation with redoubled efforts to keep the attention of their little ones filled constantly with wholesome thoughts and occupations.

Evil habits are probably acquired more largely through the practice of lying in bed awake or being sent to bed for punishment than from any other one cause.

FATIGUE AND MORALS

By William Byron Forbush

More children get spanked for being tired than for any other one reason. And yet fatigue is not a sin, but a disease. The infection is not of the Devil but of a poison.

The physical signs are not hard to detect. In babies, clenched fists held close to sleepy eyes and an irritated cry. In older children, tensity of the muscles, restless walking around, irritability, and the mood of discouragement.

With young people fatigue may be discovered not so much by symptoms as by its effects.

Fatigue interferes with the will to accomplish any vigorous action. The mind gets tired as the body does. We think it strange that our children never seem to show weariness at play, but only when they are asked to work. We forget that we seldom ask them to work until after they have become exhausted by play. I have seen a child too tired to undertake anything new, even getting off his clothes.

Fatigue makes the child unable to do any fine work. He stumbles when he walks. He spills whatever he carries. Whatever he tries to mend, breaks.

Fatigue makes the child unable to focus attention. He roams about the house because he is literally too tired to sit still. He does not notice when he is called, and he at once forgets what he is told. We know that a child is often too tired to start anything, but it is equally true that he may become too tired to stop.

The fatigued child is not easily pleased. He teases others apparently because he enjoys discomfort. He craves an argument, and he does not intend to become convinced.

§2. SOME CAUSES

This fact suggests where to look for the cause. He has not been abused, though he thinks so. He has not failed, though he asserts he can never succeed. He is not unloved, though he is not lovable. So do not look for a mental cause, but a physical one. Don't listen to his tongue, look at it.

Just now it may be the heat. It may be bad air. It may be broken sleep or rest. It may be insufficient sleep. In summer-time it is often the lack of a rest-space just after the noonday meal. It may be due to drudgery, even of play. It may be because of uneven growth. Perhaps he has "growing pains."

Treat fatigue like an illness. Don't whip him. Don't feed him. Give him rest.

§3. REMEDIES

Often the difficulty is to get a tired child to take rest, for he feels restless. Such children often have formed the habit of keying themselves up with tea and coffee or with those popular soda-fountain beverages that are the equivalent. They are doped as well as tired. They do not welcome a nap or an early bedtime.

It is a bit discouraging to find a young person in such a state at the close of a so-called vacation. Yet school-teachers frequently testify that it takes the first month of school in the fall to help some of their pupils get over their summers.

The fatigued person usually welcomes solitude when he does not care to sleep. He is glad to have people keep away. Suppose, without any special explanation for doing so, you give your cantankerous son the spare room for a little while. Tell the "nervous" daughter that you would like to have her consider herself your "guest" the next two weeks. The seclusion will be beneficial. Trying to be considerate "company" will then do the rest.

RIGHT WAYS TO PUNISH *

By Rita S. Halle

There are a number of forms of punishment which are detrimental to health. In this class is depriving the child of a meal. This is admissible only in cases of very young children who refuse to take food for any reason—a new nipple or the introduction of a cup, for example. Once very hungry, they overcome this prejudice, and in most cases there will be little trouble in the future. This method should rarely, if ever, be used for any other fault, even to correct bad manners at table. In that case, the child can be compelled to eat alone, or out of sight of the family.

Putting a child in a windowless closet is bad,

*Used by permission of the *Delineator*.

because he is compelled to breathe bad air, and because the dark holds terrors for a little child.

Standing a child in a corner does no physical harm, and gives him a chance to regret his misbehavior. An excellent punishment is the withdrawal for a time of the parental affection.

There are six great laws concerning wise punishments:

Whatever form of punishment is used, it should follow the offense quickly.

Never punish a child in anger.

Always punish firmly but gently.

Never punish in the presence of others.

Be consistent. Let your punishment be "the unavoidable consequence of the deed."

Punishment should be brief. After it is over, do not refer to it again.

Here is a useful table showing wrong and right ways of punishment for about a dozen common offenses:

UNNATURAL PUNISHMENT (*The Wrong Way*)	OFFENSE	NATURAL PUNISHMENT (*The Right Way*)
Scolding, then picking up the toys for him	DISORDERLINESS (Leaving toys about)	Insist upon his putting them away or put them away where he can't find them again, or refuse to give them to him when next he wants them
Slapping, shaking; when that fails, coaxing and cuddling	CRYING UNNECESSARILY	Isolate him
Depriving him of his meal. Scolding him in the presence of others	BAD MANNERS or OTHER MISBEHAVIOR AT TABLE	Make him eat alone
Scoldings or repeated threats (never carried out) to leave him behind	UNPUNCTUALITY	Leave him behind
Scolding in presence of others. Whipping, slapping, or shaking. If you strike him for striking others, he will not distinguish between your blow and his own	INTERFERING WITH PLAY OF COMPANIONS Taking their toys, teasing them, bullying them, striking them, quarreling with them, sulking	Compel him to play alone. He will soon suffer so from lonesomeness that he will be glad to join his companions in a friendly spirit
Whipping Scolding	RUNNING AWAY	If a very young child, tie him to a post or tree; if older, keep him locked in. If he runs away between school and home, call for him or send a maid for him a few times. Nothing is more humiliating, especially to boys

UNNATURAL PUNISHMENT (*The Wrong Way*)	OFFENSE	NATURAL PUNISHMENT (*The Right Way*)
	PLAYING WITH FIRE	
Jerking him away or slapping his hands without showing him the danger		Light a match or candle and hold his fingers near enough so he feels it
	IMPERTINENCE TO PARENTS	
Slapping Scolding		Withdraw manifestation of your affection. Not for a few moments or for an hour, but until it has its effect
	SWEARING; USING COARSE WORDS	
Whipping Washing mouth with soap		Do not talk to him or allow him to play with others. Tell him you will not hear or allow others to hear such coarse language. If he continues, isolate him
	DISOBEDIENCE	
Whipping Scolding	(If it be a necessary or a reasonable request. Parents have no right to interfere constantly with a child's personal liberty)	Withdraw your affection. Make him understand that if he does not feel that his parent knows and asks him to do what is right, he must shift for himself
	LYING	
Whipping, calling him a liar. Nothing is so likely to make him one	(Parents should distinguish between lies and fairy-stories, the latter the harmless products of a child's vivid imagination)	Psychologists say that children up to seven do not lie, because they can not yet distinguish between truth and falsehood. Up to that age, show him his mistake, its impossibility, or improbability. Say to him, "You were just pretending, weren't you?" Later, if he persists in inaccuracy, withdraw your trust and make him feel it keenly

A SCORE CARD FOR RIGHT LIVING

With many children, at certain ages, plans for moral training are more effective if there is a weekly score card by which the child may measure his own progress. Recognitions, in the way of special privileges and pleasures, may be awarded at the close of the season. The following sample card, useful with children from about six to twelve years, is built up in units of 7, so that each day may make its count show upon the record.

SUGGESTED SCORE CARD FOR RIGHT LIVING—ONE WEEK

	Perfect Score	*John's Score*
Bodily		
Rising regularly at 7	7	...
Regular good "clean-up" before breakfast	14	...
Outdoor exercise after school	7	...
Correct posture, standing and sitting	21	...
In bed at 8.30	7	...
Mental		
Daily reading aloud at home	14	...
Writing to grandma or other relative (once)	7	...
Piano practice faithfully	28	...
Patient home-work with school studies	14	...
Know and list two of either birds, trees, flowers or insects	14	...
Character		
Faithful care of pet	21	...
Daily clearing up of room	14	...
Playing without quarreling	49	...
Progress in conquering (named) bad habit	56	...
One attendance at church	14	...
Helping Mother three hours each week	21	...
	308	

The recognitions to be given depend of course upon the location and circumstances of the home and the ages of the children. Here are a few general suggestions:

End of Spring: Bird picnic in the woods; trouting excursion; canoe party in the park; excursion to city zoo; visit to college commencement; season ticket to Chautauqua.

End of Summer: Family camp; yachting trip; visit to city aquarium; shopping excursion; family berry-picking; deep-sea fishing party.

End of Autumn: Visit to grandmother's; series at the movies; college football game; afternoon children's party; excursion through the foreign quarter.

End of Winter: Dinner at city hotel; snowshoe hike; theatre or concert party; evening children's party; week-end house party.

RELIGIOUS TRAINING

IMPORTANCE OF RELIGIOUS TRAINING

By Mary Collins Terry

No little child should be without religious training, for it is as essential to the balance and beautiful growth of his character as the proper food is to his body. This training can be given in the home and in the Sunday School. Both are excellent means, and should supplement each other, for it is when these two institutions work together that the child receives the highest benefit.

Because of the ease with which the child learns, and the capacity to retain even unto old age what was learned in childhood, religious training should begin early. Do not say, "Oh, when my boy is old enough to decide for himself I will let him choose his church." You do not leave his manners until then, so why his morals? High ideals and a good moral code are most easily formed in his plastic years.

The child is naturally an imitator and hero worshipper. The stirring stories of Bible heroes and the application of the truths of the great old Bible stories go far toward helping him formulate the rules which are to govern his own actions now and in later life.

The parents in the home are the ones whose high privilege it is to begin their children's religious training. It is a pity that so many, through thoughtlessness or neglect or a false sense of unfitness, neglect this sweet duty. The Sunday School next should take up and help to broaden and develop the child's religious experience.

There are several ways in which the Sunday School does its work a little better than the same work can be done at home. In the first place children are drawn to other children. They naturally tend to work or play in groups; to be with other children, imitating or joining in their activities, gives incentive to Sunday School work.

The Sunday School carries on a regular and systematic course of Bible study, adapted to the ages of children, and presenting the most suitable Bible material in an attractive form.

A visit to the live modern Sunday School in the average church would be a means of enlightenment and surprise to many. Hand work, simple songs, and rhythm for little children; and home work, class competition, and even dramatics and pageantry for the older ones, have been the means of making Bible study delightful, attractive, and absolutely indispensable to our children.

There are ways in which we parents can and ought to co-operate with the Sunday School. Our children can learn to be punctual and regular. We should show our interest in their progress and experiences. How proud they would be if father or mother would also go to Sunday School, perhaps to the adult Bible class . . . "A little child shall lead them." Then let us have faith in the old Bible promise:

"Train up a child in the way he should go: and when he is old he will not depart from it."

THE BEGINNINGS OF RELIGIOUS TRAINING

By Mary E. Rankin

I. HOW TO MEET RELIGIOUS IMPULSES AND IDEAS, AND HOW TO STIMULATE AND DEVELOP THEM

The problem of religious training is a difficult one. Often we hear parents say, "I want my child to have religious influence and religious training, but I do not know when to begin or what to do." The traditional religious training of little children does not stand the test of modern child psychology and child study, and so many of us are at a loss to know "when to begin" and "what to do." Nor do we feel that the traditional type of Sunday School is the one to which we

want to send our children for the same reason.

But where does religious training begin? Surely it begins in the home as soon as a baby begins to live. The religious impulse manifests itself in this way in child nature. The mother or nurse begins the work of training the moral and religious nature by her regular response to the infant's physical needs. Here begins the revelation of love, human and divine, and the meaning of life, and of law and order as the method of love. The baby soon discovers that his wants are supplied by persons, and his sense of dependence on them is the religious impulse in its earliest stage. This, then, is the beginning of religious life.

Does not our difficulty as parents and teachers lie in the fact that we do not recognize the beginnings? They are so humble and are so far from what we, as adults, are apt to think of as religion. But a little child's religion and the religion of an adult are very different. Much of the "religious training" of children is far beyond their experience and development, something superficial and meaningless as far as the children themselves are concerned. Surely we must have vision enough to see the goal, but at the same time we must realize that the goal can only be attained by building on a sure foundation. And the beginnings of religious training are not the less important because they seem so remote from the goal.

§2. WE MAY BEGIN FROM THE WRONG STANDPOINT

We are so eager to give our children information about God and Jesus, to tell them Bible stories, and send them to Sunday School as soon as they are old enough. But in all of this, unless we know what the mind and spirit of a little child is ready for, there is danger of only adding perplexing problems, and problems that should come later, because the experiences and materials which we are providing are too mature for a little child. The following illustration of the point is, I think, not an unusual one: Betty was five years old, and up to this time her mother said there had been no religious training. At Easter time she read to Betty from the Bible the story of the Crucifixion and the story of the Resurrection. Betty was a very nervous, high-strung little girl and was thrown into an agony of mind. She cried bitterly for some time, so that her mother was quite distressed and said that she felt helpless as well. But when Betty wanted to go to a Good Friday service with her mother, she was taken. The clergyman read the same passages from the Bible, and Betty clutched her mother and said, "He is reading that awful story again. Let's go home." This is not extreme, but typical of many children's experiences, because mothers do not know what to do, what the nature of a little child's religious experience is, or when it begins. Betty's mother was trying to give her an idea of religion entirely from an adult point of view, an idea far beyond a little girl's experience, and far beyond her ability to comprehend.

On the other hand, take the case of Jane, in whose home there has been a conscious and constant religious influence since her babyhood, to which Jane has responded very naturally and wholeheartedly. Before she was able to talk, the family worship and the service among members of her home group had its influence in her baby life. When she was able to talk, the idea of prayer was accepted as a matter of course. She was eager and interested to talk to a Heavenly Father. She wanted to help Mother in various little duties about the home and was encouraged to do so. Her contribution to service in the home was accepted as valuable and necessary, never discounted or discouraged.

After a visit to a friend one cold day, where she had seen a very wonderful doll-house, this was her prayer in the evening: "Thank you, God, that we have a warm, comfortable house, and thank you for many things, and thank you that we've got you. Thank you that we could go to E., and thank you that we could see the wonderful doll's house. How pleasant it must be for some good little girl like me. And I don't want any burglars to get in at night when I'm asleep. And help me to be good to Mother and not give her any trouble, and help me to be the bestest girl in the whole world.—Amen."

Jane has been wisely taught to express gratitude in her prayers and to ask not for material things, but for help to meet her little everyday problems, and this she did with unquestioned sincerity.

The little child is born into an environment of home and family. There his life and interests center with Father and Mother. They must, therefore, be largely responsible for his religious education. For religious education aims to influence thoughts, feelings, and conduct in his human relations in the family, school, playground, etc., so that he will begin to know himself as a member of God's family. The beginnings of training in worship, training in service, and instruction must come during those early years. The responsibility rests on the home, and cannot be put off on the Sunday School or any other

agency, for they can, after all, only build on and supplement training begun in the home. It may be said also that the Sunday School needs the fullest co-operation of parents in order to make its work effective.

§3. WHAT CHILDREN BRING INTO THE WORLD

It may not be out of place to go back now and consider briefly what children bring into the world with them as a foundation for religious training. Since religion is not just a part of life or a phase of life, but includes the whole of life, every thought, feeling, and act, it begins as soon as a baby begins to live. It may be said very simply that a baby brings into the world with him certain tendencies to "respond." He is like a little sensitive plant that takes in impressions, and soon he responds to them in some way, either showing satisfaction or dissatisfaction. At first practically everything he does is instinctive or mechanical. It is not a matter of thinking or control until experience and knowledge make it possible for a child to be responsible for what he does. Because a child's nervous system is plastic, experience does soon play a part. But it is important for parents to realize that, until it does, no responsibility attaches to the baby's actions. Recently a mother of a baby a few months old said, "No, no. Peter naughty boy," when the baby did something she thought he shouldn't. But a wise old Chinese nurse said, "No say Peter naughty boy, Peter not naughty, just take his hand away, Peter soon forget, Peter not *know*." And so it was. Peter did soon forget, because of Amah's training.

§4. THE FAMILY THE CHILD'S FIRST RELIGIOUS WORLD

The family at first is the child's moral and religious life and world. He absorbs religion by suggestion and by imitation. The home environment, by which nervous impulses are controlled; which is free from hurry, worry, and anxiety; where the outlook on life is a happy one, and where harmony among the members of the family prevails, furnishes an atmosphere where children naturally grow into a religious faith.

It is so necessary to get a child's point of view when he seems provoking and irritable. And, too, it is well to let him share in the family's problems and perplexities as soon as he is able to, always letting him settle as many of his own problems, and make as many decisions for himself, as possible. And if we could only be consistent in all of our relations with children! Consistency is a most necessary and stabilizing influence. The child feels his mother's religion through her love and care and devotion, and with this sort of training he comes to a realization of right and wrong for himself. A child's religion begins and ends in his associations with persons, for religion can not thrive away from life as a whole. A child's sense of dependence is directed first to parents rather than to nature or imaginative beings, and is definitely the beginning of religious life, long before formal instruction and training can take place.

§5. WHAT ARE SOME OF THE CHILD'S FIRST RELIGIOUS PROBLEMS?

May a little child be conscious of the need for rule and law in life, for human sympathy, for dependence on others? Most surely he may be and is. Does a child consciously face problems day after day, and does he have temptations? Does he not have to learn self-control, to obey, to be kind, to share and to serve, to have joy in giving, to learn to be appreciative, to be courteous, to be thankful, to be brave and truthful, to play with other children and to respect the rights of others? The acquiring of these virtues creates the religious problems of his everyday life. Right in the child's realization of and efforts to meet these problems, and to overcome and conquer them, lies the surest foundation on which we can build Christian character.

Do children glory in overcoming? Indeed they do, and how often we hear them pray for help. This was Teddy's prayer after he had had his bobbed hair cut and felt very grown-up: "Dear Lord, when I fall on the kitchen floor and bump my head, help me not to cry, but just say 'Ouch'." He had been in the habit of crying frequently and very easily when hurt. And Katherine, a little girl who thought many things out for herself, and was deeply conscious of her faults, though not morbidly so, prayed that God would forgive her for "telling on" a little cousin and getting her in trouble. The next morning she prayed again to be helped to be kind and not cross all day. At night she said to her aunt, "I haven't thought about my prayer all day, but God must have helped me, for I haven't been cross or told tales once." Such is a child's faith.

§6. RELIGIOUS BEGINNINGS ARE IN HOME LOYALTIES

What, then, are the beginnings of religious growth? The beginnings of religious growth come with the feeling of love, loyalty, and serv-

ice in the home group, love for mother, father, brother, and sister. An illustration absolutely to the point is that of a four-year-old boy. When Mother said to him, "Ask your father if he will do an errand for me." The father's reply was, "Tell your mother that I will if she will be good." Whereupon Bradford wheeled around and looked his father straight in the eye and said, "Mothers don't have to be good, they *are* good." A very perfect tribute and well deserved by that mother. A little child's feeling of love and loyalty to his family is very beautiful. It is so absolutely genuine and unquestioning. Would that we could always be worthy of it! Our responsibility is to see that a child's loyalty and love in the family circle reach out to ever-widening circles with interest, sympathy, and service.

How do children get their idea of God? It may be through hearsay or it may be through instruction. Children accept the idea of God just as they accept fairies and Santa Claus, and they believe what they are told about Him. Gloria, aged four, had had her first ideas of God from an old-fashioned Sunday-school, where little children and adults shared the same lesson material. Her impression of God was of someone to be feared, or at any rate the ideas gained were not pleasant ones to her. So Santa Claus was her God. She preferred to talk to him at night, and it was always Santa Claus who took care of her.

§7. HOW CHILDREN GET THEIR FIRST IDEA OF GOD

Dr. Coe says that it is because of the child's impulse to nurture and protect that he comes to appreciate a Heavenly Father who cares for and protects His children. "We love God by taking His point of view." And so we bring to the children the idea of God as a loving father, the father of each child, and the child's response, very naturally, is to love and trust Him. "They struggle to obey Him; they desire to help Him in His work; they are grateful for His gifts. This is Christian experience."

This we must always remember, that "God can mean vastly more to a child who has experienced justice and love than to a child to whom justice and love are foreign."

Not all children respond to the idea of God in the same way. Many children talk about God and to God as they would to any person they know, and we all have had many expressions of these ideas, such as Carolyn's when left alone in bed in a strange room. Her mother told her that she was quite safe, for God was taking care of her; to which Carolyn replied, "No, He isn't, for this is God's night out."

Dorothy did not like to think of dying and going to heaven before her mother did, for "God won't be able to fasten my buttons any more than Daddy can." And Elsie who when put to bed did not want to stay alone said, "I don't want a man to stay with me, Mother, I want you. I want a woman."

§8. SOME CHILDISH INTERPRETATIONS OF GOD

On the other hand, there are children whose interpretation is quite different. Faith and Jean, aged six and five, had no religious training at home until they went to Sunday-school. These were some of the conversations their mother overheard at different times at home, after they had been to Sunday-school for some time. Faith, looking out of the window: "It doesn't seem as though God could be inside and outside both at the same time with the window closed, does it? But He can, because He's a spirit." Jean: "What's a spirit?" Faith: "A spirit's someone who *seems* like a real person but isn't. Fairies are spirits." Faith, looking at her mother and Jean: "It seems sometimes as though I didn't really know you and Jean—as if you were both just spirits. I can't tell what you are thinking about." Mother: "You must know what sort of things Jean thinks about, because she's just a little girl like you." Faith: "I don't know what she is thinking about now." Then much later in the Winter this was overheard: Faith: "You know, Jean, everything that's alive is some kind of a spirit. Even rabbits are spirits. Chickens and hens are not much of a spirit, because they don't know much." Then at still another time—Faith: "Mother, do you believe there are *real* fairies in heaven? *I* do, and I surely believe there are real angels, for they would have to take our thoughts up to heaven when we die." Jean: "God doesn't look like a person in the world, does He, but in heaven He will look like one."

Another child who lived quite by herself, and who seldom saw or played with other children, worked out a large community, using many small china dolls for people. Over this community she ruled, pretending that she was God. This play was carried on for a long time, and in telling about it when she was grown she said that she remembered distinctly how the responsibility that she felt for her little play community raised the standard of her work and play. She must make the best houses possible for them and she must sew as well as she could when making dresses for them.

Children are so individual that no two of them ever can be trained the same way. To some

children lacking in imagination the idea of God makes no appeal until later. But normal children, brought up in homes where they are wisely loved and cared for, usually respond in a natural, wholehearted way to the idea of God as a loving, Heavenly Father, when the idea is rightly given them. The problem of answering their many questions is a difficult one, but our only way is to answer them in the spirit in which they are asked, as sincerely and wisely as possible. Always remember that to keep a child's confidence is all-important. Make him feel that he can always come to you with his questions, and that they will always be answered with interest and sympathy.

II. HOW RELIGIOUS FEELING MAY BE AWAKENED IN THE HOME

THE PROBLEM of religious training is more difficult in homes where there is only one child, and of those homes there are, unfortunately, many. It is the temptation to lavish everything on the one child and to expect no response except, perhaps, the reward of childish pleasure and comfort. It is also much easier to help children dress and to care for them than to let them try to do it. For their efforts, unaided, are clumsy and slow and often it is difficult to wait patiently for them. However, a little child of three or younger begins to try to put on his own shoes and stockings and tries to do many things for himself and that is the time to encourage it. Let him be independent in caring for himself as soon as possible. Later comes a time when children are not at all eager to help themselves, and the habit should be formed before this time comes, at about five years of age. For the humble beginning of the Christian life lies in just such things as these. Develop the spirit of co-operation and helpfulness whether there is one child or whether there are a dozen. It is much easier when there are several, because then there is more frequent opportunity to share and for "give and take" in a group. But in any case, the sooner each child is responsible for himself as far as possible and can have some little responsibility for others in the house, the sooner he will feel that he belongs to the home and that the home is really his. The first daily tasks may be such simple ones as emptying scrap-baskets, bringing in milk bottles, filling the wood box, getting the evening paper, and bringing Father's slippers every night. A baby less than three years old made himself responsible for that act every night. The point is that the child is to feel that these things are not to be done spasmodically, when he feels like it, but that, if he does joyfully his little part each day, life in the family moves more smoothly and comfortably.

§9. PROBLEMS DUE TO MODERN HOUSEKEEPING

ONE SOMETIMES hears mothers say, "Yes, my little girl does want to help me and help herself, but I employ a maid, and it did not seem wise to have the children do these things." But the spirit of helpfulness and co-operation does not come spontaneously later on. It must be a matter of training from the beginning.

One realizes, too, that the difficulties are very great, for modern life, with its hurry and rush each day prevent a little child from participating in many home activities, and from knowing many processes that were known and experienced by children, as a matter of course, in olden days. So much greater is the need to give children the birthright that is theirs.

Life is so complicated and crowded, physically and mentally, and so expensive, that in many homes there seems to be no place for children. But never before in the history of the world have children been as precious as they are now, consequently the greater need to give them the best possible start in life.

Someone has said that in the home lies the possibility for the most perfect democracy, when each member of the family does his part.

The opportunities for co-operation in the home group bring up all of the child problems that are going to develop character—the problem of self-control, of willingness to share, of being grateful, of being brave and cheerful, etc.

§10. OPPORTUNITIES FOR CONSIDERATION AND COURTESY

WITH the training in responsibility and service, come the training in politeness and courtesy in the family group, so sadly lacking in many American homes. Little acts of courtesy and politeness must be practiced daily in order to become habitual and to persist when children go out into life. This thoughtfulness and courtesy should early be extended to include not only people in the home group, but other people—the milkman, the grocer, the postman, the garbage man, etc.—whose service contributes to their welfare and comfort. A child should be helped to understand the large part in life that their service plays and should be taught to treat them with consideration and sympathy. Besides playmates these are probably the first persons that a child comes in contact with outside of his home. Here is a first opportunity to develop a social imagina-

tion and an appreciation of other lives closely related to his own. A child's attitude toward the tradespeople and others who serve the family is absolutely dependent on the attitude of the adults in the family. Children are such little imitators! They reflect in their lives just what they see people about them thinking, feeling, and doing.

The beginnings of the religious life and growth, then, lie in the beginnings of worship, of service and co-operation in the home group, and in other human contacts and experiences which touch little children's lives. Ideal relationships in the home and family life are the foundation for ideal relationships in the larger family of God.

§11. NATURE EXPERIMENTS

Next to the revealing of God through mother and father love, comes the consciousness of God through Nature. Everything in the out-of-door world is interesting to a little child. I have recently been watching a very intelligent baby less than a year old. His first Spring out of doors is perfectly enchanting to him. He smiles, gurgles, and points at the moving leaves, the singing birds, the animals, and I am sure that he is storing up many questions that will come out as soon as he is able to talk.

Our part is to give our children all of the nature experiences possible. Give them an opportunity to experiment in their nature plays, and an opportunity to garden. Nothing equals the satisfaction of planting seeds and watching them grow. Every child should have a small piece of ground in which to plant a few seeds, and a city child should at least have a window-box. Helping to feed the birds and pets develops the nurturing and protecting impulse Young children can not have the full responsibility of caring for pets, but in helping to care for plants and animals they are beginning to help care for God's world. Jean said one time, "This is God's world." "No, it isn't," said Faith. "He gave it to us, and it's ours now."

An appreciation of the beauty of Nature comes early to some children and late to others. But it is well to call their attention to beautiful things and to walk with them as often as possible where the world is beautiful. Love of the beautiful contributes largely to the growth of the spirit.

§12. BEGINNING OF PRAYER-LIFE

Most children enjoy praying, "talking to God," and do it as easily as they speak to a human friend. They accept the feeling of a personal relationship as a matter of course. Consequently their prayers are at first very personal and very crude. These we should accept quite as seriously as they do. Never should we show any amusement or allow outsiders to hear the children's prayers. We can lead them to more dignity of form later on. It seems better to lead children to express gratitude in their prayers, rather than to ask for things. Even a little child's prayers may express gratitude, good will, loyalty, reverence, and faith, in simple form, but gratitude most of all. A little child's first prayer may be simply, "Thank you, God, for my happy day, Bless Mother, Father, etc." Usually a child wants to pray for everyone he knows.

The danger lies in not allowing him to pray as he likes at first, but in teaching a formal, meaningless prayer like "Now I lay me," on the one hand, or in not having a suitable prayer ready when he is no longer satisfied with his own efforts.

It is not easy to give prayers for little children to use, for prayer is a matter of experience, and is personal with children as well as with grown-ups. A simple prayer* used by many children is,

> "Father of all, in heaven above,
> I thank Thee for Thy love.
> My food, my home, and all I wear
> Tell of Thy loving care.
> Amen."

This may be said, however: it is the spirit of the prayer that counts. "If we in our prayers have expressed gratitude for all that has been given, rather than a desire for more; if we in our prayers have expressed our willingness to fall in line with God's purpose, rather than a wish to change it in accordance with our own desires; if we have sought to live as nearly as may be as we have prayed, then the child will, in his turn, approach his Father in the attitude of one who listens, rather than one who begs."

Even a child of five may learn the Lord's Prayer. It may have meaning for him as soon as he has had the experience of "father" and "bread." The meaning will grow with him, and there is no need to try to give more than a partial explanation of it.

But the children's feeling of the power and meaning of prayer in their lives will grow as they come to realize its formality and that they need not pray at stated times, but that the great, unseen force whom they call the Heavenly Father

*Adapted from "Song Stories for the Kindergarten," by Mildred J. and Patty S. Hill.

is to be a source of comfort and strength to them at any time.

§13. FAMILY TRADITIONS AND CEREMONIALS

It is possible for children to share in all family traditions and ceremonials. They are always eager to contribute their part and should be allowed to. For instance, even a child of five may be able to say grace at table. He may take his part in family prayers by singing a little hymn he has learned, or by repeating a Bible verse.

At all the holiday celebrations the youngest members of the family should be made to feel that they are not simply the recipients, for they should be allowed to make birthday and Christmas gifts for others, or earn the money to buy them. Having a part in decorating the Christmas-tree brings much more of the Christmas spirit to them than if they are simply onlookers when the tree is ready. The sooner children know the joy of sharing and giving on all the great family occasions, the sooner will they know the real joy of living.

§14. OTHER WAYS OF BROADENING CHILDREN

One important way is through stories. Oh, the magic appeal of a story to all children! In it they may see other lives, different yet like their own. There are realistic stories and there are idealistic stories. Both make a strong appeal to the little child. For the most part, myths, fables, and folk tales are beyond the younger children, but oh, the joy of the fairy-tale! And has not the fairy-tale a religious value?

Mrs. Mumford says that there is no risk in using fairy-tales to draw the child nearer to the thought of God "if, as we tell them, we are ourselves conscious of the deep, underlying truth of fairy lore. In early childhood the abstract must needs be clothed in the concrete, and gradually, if we do not misinterpret, if we have told such stories in the right way, the children will cast off the husk containing the kernel—and still will understand. The romance of fairies, gnomes, and sprites is full of spiritual truth. Can the Spirit of Love, of Beauty, of Power, embodied in the world, be more fitly expressed for the child than in the undergrowth of tiny helpful creatures—creatures real enough, although to human eyes invisible?"

The right kind of a story, be it a realistic story or fairy-tale, appeals to both mind and heart. How intensely a child thinks and feels his stories! He wants to hear them over and over, and their teaching value is greater than we know. Each story well chosen and well told broadens a child's vision of life, and should, and does, many times lead to action on his part. Stories help children to form purposes and to carry them out more than we realize. Therefore, the great necessity of choosing wisely our story-books—there is so much literature for children that is not worthy of the name. Poor stories, poorly told, badly illustrated, stories that are over-stimulating or those that are silly—these we should always pass by.

A little child's mind gradually filled with the best that children's literature has to offer will become a storehouse that will make his life richer as the years go on. Not too many stories should be used at first, and they should be short and simply told, increasing in number and length as increasing experience and maturity may demand. Never add a moral to any story. Let the story stand for itself, and the child will make his own interpretation of its meaning.

With regard to the use of the Bible with younger children, it may be said that the Bible was not written for little children. There are, however, some stories and verses for them, and they may begin to know and love the book which is to contain much untold treasure for them later on.

§15. PLAYING THE STORIES

Children always enjoy playing the stories when they are familiar with them. Often the whole family is called upon to represent the different characters. No stage properties are at all necessary, for imaginary things will suffice or anything at hand may be used. By playing the stories and being the characters, the children make not only the stories but the ideals they embody much more a part of themselves.

The opportunity of a bed-time story hour is very great, for both Father and Mother may participate in it. The children's part in telling stories is important, too, and they should be encouraged to tell the stories they know. I have seen children six years of age hold a group of children for ten or fifteen minutes as well as an adult could, and the group was absorbed in the story from beginning to end.

III. HOW TO CARRY RELIGIOUS IDEAS AND FEELINGS INTO ACTION

§16. A LITTLE CHILD'S RELIGION IN THE WORK-LIFE AND PLAY-LIFE

A CHILD'S real world is his play world. In it he lives his own life to the fullest possible extent. There he may have full control of every situation and go as far as his imagination takes him, and fortunate is the child who is not overstimulated with too many ready-made, mechanical toys, but, rather, is given the use of materials (cloth, wood, sand, clay, etc.) and allowed to make some of his own toys, or make adaptations of materials to meet his play needs.

The play situation is ideal when there are other children, children of different ages preferably, play space, and the things to play with, for then they meet equals, superiors, and younger children. There is the opportunity for the sharing of ideas and ideals as well as of playthings; learning to co-operate, to work out the rules of the game, in a way impossible when working and playing with older people or alone.

A wide experience with informal playgrounds for young children has convinced me of the necessity for supervision of play and for frequent suggestion and guidance. But the planning, working out, choosing, and making many decisions as to ways and means, may be safely left to the children themselves. It is wonderful to see how resourceful they become, and to see shy and unsocial children learning to adjust themselves to the group and take part in the play life.

Children are very democratic in their play and are perfectly willing to take anyone in, black or white, brown or yellow, so long as he "plays the game" with them. It is not, for many reasons, always possible for us to let our children take other children in whenever they want to. But we can always stimulate an interested and sympathetic attitude, especially toward little foreigners, the newcomers to the country. It is possible for even the youngest members of society to have a community interest and even a world interest in these days of so much travel, and when knowledge of children in all lands is so readily obtained in magazines and books.

For children there is no difference between work and play. They work hardest when they play, and play hardest when they work. Our part is to help them to preserve their joy in doing—joy in doing things worth while. For that, after all, is the spirit of religion.

FAMILY PRAYERS AND SAYING GRACE

By MARY COLLINS TERRY

ALL over the country there is a movement to re-establish these customs which were observed by our Pilgrim Fathers whose characters and accomplishments speak for their sterling worth.

How many children of the present generation have had the unforgettable experience of "seeing Daddy pray"? It is a sorry thing that, with the omission of the children of ministers' families, there are not many. Yet there is no one thing which makes such a lasting impression and is such an influence for good on the plastic mind of a child.

It seems as if time is so limited in our average American home, business and family routine so pressing that we fail to find a suitable time to observe with our children those things which we ourselves know to be wise and best. Consider first "Saying Grace." Even in the busiest of homes, surely there is time for bowed heads and a few words of thanks to the Giver of our food, a simple prayer which can be understood even by the young members of the family. The children love it and when accustomed to the little ceremony feel something is seriously missing when it is omitted. Danny, our little son, scarcely more than a year old, will come toddling from his play as we sit down to a meal and hold up his arms to be taken. He will sit quietly in his mother's lap and look wonderingly about the table, impressed by the bowed heads and his grandfather's voice "Saying Grace."

Is not wonder said to be the first awakening of religion in a little child's heart?

Virginia, who is five and has just started to kindergarten, lost her father in a recent "flu" epidemic. The mother, though interested in her children's welfare, is too busy providing food for three hungry mouths to take time for what we might call the finer things of life. When the little girl learned the "Thank You Prayer" at Kindergarten, she came home to ask if she might

not say it at their table, and now the little home is touched by something which makes the commonplace seem brighter and the daily struggle less irksome than before.

The old custom of "Family Prayers" and Bible reading has been greatly crowded out of our homes because of the unavoidable rush in which we live. But every mother and father who wish their children to become acquainted with the greatest of classics and have a foundation for a lasting religious faith will, if they are wise, make a place for just this thing. Fascinating stories of Bible heroes read at bedtime, the Lord's Prayer repeated together, perhaps at breakfast or at some other suitable time, the talking over with Mother or Daddy the little misdemeanors or failures of the day and the asking "Our Father's" help to overcome them; all these things serve to form a sweet and unbreakable bond of sympathy between the parent and child.

SOME SIMPLE PRAYERS

A GRACE AT TABLE

Lord Jesus, be our Holy Guest,
Our morning Joy, our evening Rest;
And with our daily bread impart
Thy love and peace to every heart.

THE WAWAYANDA GRACE*

By Frank F. Gray

Morning

Gracious Giver of all good,
Thee we thank for rest and food,
Grant that all we do or say
In Thy service be this day.

Noon

Father, for this noonday meal
We would speak the praise we feel,
Health and strength we have from Thee.
Thankful help us, Lord, to be.

Night

Safety, food, and health this day
From Thy bounty blessed our way.
While we thank Thee, we request
Care continued, pardon, rest.

MORNING PRAYER

God, our Father, hear me.
Keep me safe all day,
Let me grow like Jesus,
In the narrow way.
Make me good and gentle,
Kind and loving, too,
Pleasing God in all things
That I say or do.

All that makes me happy
Comes from God above;
So I thank Thee, Father,
For Thy care and love.

MORNING PRAYER

Now the shades of night are gone;
Now the morning light is come;
Lord, may I be thine to-day;
Drive the shades of sin away.

Fill my soul with heavenly light,
Banish doubt, and clear my sight;
In thy service, Lord, to-day,
May I labor, watch, and pray.

FOR EVERY DAY

Father, we thank thee for the night,
And for the pleasant morning light;
For rest and food and loving care,
And all that makes the day so fair.

Help us to do the things we should,
To be to others kind and good;
In all we do in work or play
To grow more loving every day.

MORNING PRAYER

Father in heaven, help thy little children
To love and serve thee throughout this day.
Help us to be truthful, help us to be kindly,
That we may please thee in all we do or say.

*Used by permission of the author and of the State Committee of the New Jersey Y. M. C. A.

Dear Lord, we pray thee, keep thy little children
From doing wrong throughout this happy day.
Hear our morning promises. Father, help us keep them,
That we may please thee in all we do or say.

MORNING PRAYER

I THANK thee, Lord, for quiet rest,
And for thy care of me;
Oh, let us through this day be blest
And kept from harm, by thee.
Oh, let me thank thee, kind thou art
To children such as I,
Give me a gentle, loving heart;
Be thou my friend on high.

THANKS FOR GOD'S GOODNESS

DEAR Lord, we thank thee for thy care,
And all thy mercy sends;
For food we eat, the clothes we wear,
Our health and home and friends.

EVENING PRAYER

GLORY to thee, my God, this night,
For all the blessings of the light;
Keep me, O keep me, King of kings,
Under thine own almighty wings.

EVENING PRAYER

Now I lay me down to sleep,
I pray thee, Lord, my soul to keep.
When in the morning light I wake,
Help me the path of love to take,
And keep the same for thy dear sake.

EVENING PRAYER

Be beside me in the light,
Close beside me all the night.
Make me gentle, kind, and true,
Do what mother bids me do,
Help and cheer me when I fret,
And forgive when I forget.

THE RELIGIOUS EDUCATION OF A CATHOLIC CHILD *

By JOSEPHINE BROWNSON

"AS THE twig is bent so the tree will grow" is a saying as familiar as it is full of truth. Unless, then, we wish to rear a race of agnostics, how dare we shoulder the responsibility of neglecting to make the child's religious impressions its strongest and earliest?

I know of a boy who when five years of age could discuss an airplane with considerable intelligence, and yet his mother had not then taught him the "Our Father." She said that he was too young to understand such things. Now, as a matter of fact, small children have a natural aptitude for spiritual truths which is woefully lacking in some maturer minds.

If a child of five years is unable to speak, how anxious his parents are! Should they not be equally anxious if at that age he is unable to speak to his Heavenly Father?

§2. EARLY OPPORTUNITIES FOR MEMORIZING

LET US see to it that religious training keeps pace with the training in other matters. Thus when we teach words, let the first be the holy names of Jesus and Mary; when we teach the child to wave and clap its hands, let us teach the Sign of the Cross; when we teach the repetition of a number of words, let us teach gradually the words of the Our Father and of the Hail Mary; when we sing lullabies, let us sing hymns to the Infant Jesus; when we show pictures of flowers and birds and call them by their names, let us show pictures of our Lord, the Blessed Virgin, St. Joseph, and the Angels, and call them by their names; when we would read Mother Goose, let us read Catholic nursery-rhymes; when we would read fairy-tales, let us read Bible stories.

I remember hearing a little boy, two and a half years old, recite at a Christmas party the whole of the rhyme, "'Twas the Night Before Christmas." Is it too much to expect a child of the same age to be able to make the Sign of the Cross and say the Our Father and the Hail Mary?

Then let us teach the child to kneel and with

*This earnest paper, with its emphasis upon reverence and careful teaching, will be found instructive by many non-Catholic mothers.

folded hands say its prayers morning and evening. It will readily assume the attitude of prayer if it has watched its mother reverently pray. It is the living lesson of the mother's example that must precede the effort to train the child. Gradually, we can add these words addressed to its guardian angel:

"Angel of God, my guardian dear,
To whom His love commits me here,
Ever this day be at my side
To light and guard, to rule and guide."

The next prayer might well be the Morning Offering. We can teach it in some such simple form as, "Dear Jesus, I give Thee everything I shall think or say or do or suffer to-day." Perhaps we can do the child no greater good than to form in it the habit of transforming its daily actions into prayers. This the Morning Offering does, and we can frequently renew it by saying aloud little aspirations which the child will readily repeat. Teach it to say in all the events of its small life such as a bruise on the head or a cut on the finger, "All for Thee, my Jesus." Then, not only for a brief moment morning and evening, will its childish thought go heavenward, but its whole life will be made radiant and kept innocent by being lived in the presence of God.

Another beautiful practice for the children to learn is the pausing a moment every time the clock strikes in order to whisper, "Agonizing Heart of Jesus, have mercy on the dying and the dead. May the souls of the faithful departed, through the mercy of God, rest in peace. Amen."

§3. THE FIRST SACRED OBSERVANCES

All these little practices are powerful helps for the child to lead a life of faith. Thus the lighting of a blessed candle and the frequent making of the Sign of the Cross during times of special peril teach the child to seek God's help in danger.

When the child awakes in the morning let us teach it to look at some pictures of the Infant Jesus we have placed over its bed and to say, "Good-morning, dear Jesus!" Again, at night, let its last words be, "Good-night, dear Jesus, good-night!"

In the sixth year, we can begin to teach the Apostle's Creed and the Act of Contrition. The Acts of Faith, Hope, and Love can follow.

The smallest child can wear a blessed medal, and when it is old enough to understand, we can explain how the scapular stands for the uniform of our Blessed Mother and that if one wears it faithfully through life, she will bless and care for him as her special child.

And how proud a little child will be to have a gayly colored rosary all his own. He can hang it on his bed, carry it to church and, little by little, learn to use it. During certain seasons of the church year we can gather the children for additional prayer and reciting the rosary aloud, and thus teach them the beautiful mysteries of the life of Christ.

§4. FOLLOW THE PATHWAY OF THE CHURCH YEAR

The Church fills the life of the smallest child as well as the life of the greatest philosopher. What better than to have the children follow her through the various seasons of her year. Thus during Advent, we can tell them of the coming of the little King, teach them to prepare His crib by acts of self-denial, and to long for Him by frequently saying, "Come, Lord Jesus, and do not delay!" Then January is the month of the Holy Childhood. Give them a desire to imitate the obedience and truthfulness of the Infant Jesus, a Child like them.

Lent usually begins in February. We can speak of the Passion, take them to church to make the Way of the Cross, teach them to give up candy and make other small acts of self-conquest, to be kind and gentle, and to put some of their pennies in the poor-box. During Holy Week, let us show them the church draped in mourning because of grief over the death of Christ. Then the glory of the Easter, the altar decked in gold and white, the Paschal candle, which will be kept near the high altar for forty days, until the day Christ will go back to His Heavenly Father.

Nor should we forget dear St. Joseph during March, when we can teach the children to say some little prayer in his honor every day and to beg of him the grace of a happy death.

Then the beautiful month of May, when the children can gather flowers for our Blessed Mother's altar and recite together the rosary and sing a hymn in her honor.

June follows with its lesson of love for the Sacred Heart of Christ that loves us so much.

July comes with its devotion to the Precious Blood. August and September take up the wonderful miracle of Christ's public life.

October is beautiful with its devotion to the holy angels. Let us speak to the children of their Guardian Angels and teach each to look upon his angel as his strongest, best, and dearest life-long friend and companion. Let us speak of the

purity and beauty of the angels and of the great care they take of us.

November is sad in its devotion to the Poor Souls in Purgatory. It will be easy to enlist the sympathy of the children and to arouse their longing to send some poor soul onward to Heaven by their prayers and little sacrifices.

§5. SACRED SYMBOLS IN THE HOME

Let us not forget the power of music. Children quickly pick up the songs they hear, and we all know how snatches of song learned in babyhood cling to one through life. Why not have a little selection of hymns that we can sing to them?

A great stimulus to devotion is the building and care of a little altar in the home. To attach a shelf or box to the wall and drape it with cheesecloth is a simple matter. Have on the altar one or two pictures and, if possible, a statue of the Sacred Heart, or Our Lady, or of the Blessed Mother holding the divine Infant.

When flowers are in season, the children will delight in arranging them on the altar. Let them also keep a little light burning, at least on Fridays, in memory of Christ's death and on Saturdays in honor of Our Lady, and on great feast days. Have near the altar a receptable for holy water and teach them how to go to church and get holy water when the supply gives out.

Gather the children about the altar for morning and night prayers.

At Christmas, have a miniature Bethlehem. In a corner of a room, or in an open fireplace, make rocks of coarse brown paper and sprinkle them with sparkling snow from the ten-cent store. Form a cave and place in it a manger holding the Infant Jesus, and arrange the figures of the Blessed Virgin, St. Joseph, the Shepherds, etc. Let the children save their pennies and buy their own set of figures.

§6. TEACH REVERENCE IN GOD'S HOUSE

The child cannot be too young to be taken to church for short visits to the Blessed Sacrament. Even if he cannot yet take notice, the blessing of Christ will be upon him. When two or three years old, we can show him where Jesus lives, speak of the sanctuary lamp, etc.

Children will learn reverence for God and holy things from the carefulness with which we teach them to make the Sign of the Cross with holy water before entering the church and to genuflect before the altar; from the reverence of our attitude in prayer; from the fact that they must not turn around or speak in church. We can give them a love for going to church by letting them visit the different shrines and there telling them a word about the saint each one honors, by letting them walk slowly along the Way of the Cross while we answer the questions they will surely propound. They will delight in the music and incense of Benediction and in watching processions through the church.

And when the child is old enough to go to Mass, his curiosity will find food for many questions. He will be impressed by the lighted candles, the altar-boys, the pouring into the chalice of the water and the wine, the vestments of the priest, and the different colors that are used, according to the feast or spirit of the Church.

And then, above all, we can tell of the great miracle that takes place upon the altar.

The child will learn reverence also (and if we do not teach him reverence, all our religious instruction is in vain) from our manner of speaking of holy things. Are not many of the remarks of children, which are repeated by their elders as marvelous examples of originality and intelligence, deplorably lacking in reverence? And is not the offhand, careless manner in which holy things have been explained to them the cause? We say they are so young that no irreverence can be meant. True, but then all unconsciously they are learning irreverence instead of reverence.

By these various means our children will grow up in an atmosphere which is as necessary for their spiritual growth as is air for their physical growth. And without ever having heard of a Catechism, their hearts will be prepared to receive the fuller and more definite knowledge of their faith which will come with riper years.

§7. DRAMATIC PLAY AND NURSERY RHYMES

The children will show great ingenuity, too, in dramatizing the Bible stories we read, or better still, in telling them. How they will enjoy playing David meeting the giant, Judith slaying Holofernes, Daniel discovering footprints in the ashes, the messengers bringing to Job word of his losses, etc. And they can form tableaux of Abraham about to sacrifice Isaac, and of Joseph telling Pharaoh the meaning of his dreams, etc.

A valuable asset to the nursery will be a finely illustrated book of Catholic nursery rhymes. Thus a mere baby can learn of God and of His creation and of the birth of Christ, etc., by little jingles. A single quotation will suffice:

"One cold, starry night,
A long time ago,
From Heaven above
To the earth below,
Came little Lord Jesus
And laid Himself down
On straw in a manger
In Bethlehem town.

"And Mary, His Mother
Did kneel by His side,
And Joseph was there
To guard and to guide;
And angels bowed low
And wondered to see
The great God of Heaven,
A child so like me!"

§8. THE USE OF SACRED PICTURES IN THE HOME

NOTHING makes a stronger appeal to children than pictures. Have in the nursery pictures of our Lord, the Blessed Virgin, St. Joseph, and the Guardian Angel. Have a wall set apart for these. To place them next to profane pictures leads to irreverence.

The Brown or Perry penny-pictures are very beautiful and can be easily mounted and framed. The Birth of Christ, Jesus Blessing Little Children, a Madonna and the Crucifixion will attract. Children three years of age, looking at a crucifix, have expressed love and sympathy we ourselves could envy. It is a mistake of the present day to keep away from them all suggestion of pain and sorrow. This makes for weakness and selfishness. And as nothing can be more beautiful than a child's grief over the sufferings of Christ, so nothing can be more potent in beautifying its character. There is no danger of a normal child's becoming over-sympathetic.

The silent lesson of the crucifixion on the wall is a strong factor in the child's religious training.

These pictures can be used in various ways. The children may buy them with their own pennies and make with them valuable scrapbooks. I have found a loose-leaf cover that holds the set nicely. The pictures are clamped in, which is preferable to punching holes. If Father or Mother explains each night one of these pictures to the children, the latter will never forget the lessons so pleasantly given; neither will there be need for distinct Catechism lessons until the children are older. All they need to know the pictures can be made to tell.

Again, these pictures can be used in a radiopticon, requiring an electric bulb but no curtain, if the wall is light. The radiopticon can be used as a treat, say on the first Friday of the month. We can show the pictures we have already spoken about and call on the children to give the story. Or, at each lesson, we can keep on the screen the entire time the picture illustrating the story we are telling. Even though we use these devices for the older children, the smaller ones will gain as much as though we appealed directly to them. We all know how surprisingly little children absorb what they see and hear. I remember going to a house to prepare a grown person for Baptism. A tiny, sickly child stayed quietly in the room. Later, her mother told me how she had overheard her teaching her doll the lessons I had given.

THE RELIGIOUS EDUCATION OF A JEWISH CHILD *

By MRS. ROSE BARLOW WEINMAN

THE poet has said,

"Trailing clouds of glory, do we come
From God, who is our home,"

and we Jews would extend the glorious line by saying, "To God, who is our home," for from the moment the babe opens his eyes he looks upon a God-permeated world, or, as one of our sages of old put it, "In the beginning, God."

The birth of a child is not only an event of great happiness, but one linked closely with religion. For this blessing prayers of gratitude are uttered, and with gifts the poor and the Synagogue are remembered. Also, as is well known, a religious ceremony of profound significance, the rite of circumcision, accompanies the bestowal of a sacred name upon the baby boy. Keenly yet with great rejoicing do the parents feel the holy trust, and the Jewish mother, like Hannah of old, would gladly dedicate her child to the service of God.

The bud unfolds, and as the little one develops in health and strength the watchful parents indulge in the thought that he will one day be a fearless fighter for God; and the mother, as she guides the first unsteady, tottering footsteps, thrills with joy, cherishing the hope that the

*How rich and delightful is the treasury of Jewish traditions and festivals, and how useful for the religious training of children, will be a surprise to many who read this paper by an unusually intelligent Jewish mother.

Heavenly Father may lead her child in the paths of righteousness for His Name's sake.

Before ever the babe can prattle he knows about God.

"See the pretty flowers! God made all the flowers, and the birds, and the trees. He made the water, the sun and the moon, the rain, the lightning and the thunder, too. God made everything," we tell him.

A young Jewish mother once related this incident to me:

"We were enjoying our daily walk along a shady path," she said, "my baby boy (not quite two years old), the nursemaid, and I, when the maid, in telling about a little girl of her acquaintance, exclaimed, 'But she does ask so many questions! Why, the other day she asked her mother who made God.' 'Nellie,' I remonstrated, somewhat startled, 'I wish you had not spoken in that way in the presence of Baby.' But Baby, perhaps in defense of his beloved nurse, or was it desire to answer the great question, piped out, 'God made herself.' To be sure we were amused and surprised, but can you doubt that I was indeed happy to know that at his tender age he had begun to realize the power of God?"

"Out of the mouths of babes come wondrous truths," I answered. "If we could but hear them, or hearing them, deal with our children in accordance with the grand simplicity of their receptive minds."

"Muvver," one baby lisped, "when you came up to Heaven how did you know to pick me out?"

Another little boy whom I knew intimately, like most children, thrived on rhyme and fairy-stories, taking great delight in hearing them told and retold, even incorporating them in his own conduct and experience.

"A big bear came in my garden and played with me to-day," he said.

"You dear little boy, are you sure?" I asked.

"Well, not to-day, but when I were a lady he did."

From the age of three until after his sixth birthday, the child's frequent use of that expression caused much wonderment, and although at times we were sorely puzzled, we never once questioned that his words, "When I were a lady," indicated certain unusual or imagined experiences.

But one day we told him how Adam and Eve were sent from the Garden of Eden, and that while an angel guarded the tree of life he showed the way that they should go.

"He," cried the child in wide-eyed wonder, "He! Oh, I thought all angels were ladies." And he hid his face in shame.

These little ones in their direct and simple way arrange a world all of their own, and view that world, to be sure, with their own eyes. To the Jewish child all the world is Jewish, and no effort is made or required to connect the God idea with that of the child's Jewish origin; for they seem to be inextricably interwoven.

"This thing happened simply of itself,
Just as the night is created when the day goes."

Like a chameleon, he takes the color of his surroundings; now he is the bird in the song, hopping, flying, singing praises to his God on high; now a fairy, or a lion, or a giant. To-day he is Noah leading the animals into the ark. Sometimes the animals are naughty and will not walk in a straight line. Or he may be Jacob sleeping in the desert on his pillow of stone. Oh, the wonderful ladder reaching from earth to Heaven with the beautiful fairy angels on it! He would like to play with them.

His mother has told him the story with a sense of loving ownership, even as it was told to her. Father also paints the heroes of Israel in glowing colors. Does he never weary of relating the battle between David and Goliath—the victory of Israel over the Philistines? Or the story of Moses as he led the children of Israel over dry land in the midst of the Red Sea?

"Jew," "Israel," "God!" These are familiar words to the Jewish child, words heightened and colored by love, pride, and a subtle sense of belonging.

God is near. He loves good little boys and girls, and Jewish boys and girls should try to be good, try to obey Father and Mother, to love Brother and Sister, to be gentle in their speech, to permit their friends to share their toys, to be kind to animals; in fact, to endeavor to please God in every way. He loves all children, for they belong to Him. All the world belongs to God.

§2. THE JEWISH HOME IS A SHRINE

With such impressions promptly registering themselves, a Jewish consciousness is slowly but surely developing in the child mind, and the little one, with implicit faith in the words and acts of his beloved parents, takes much for granted. Then, too, in their religious life the members of a Jewish family act in unison, even the little one soon rejoices in the fact that he is a part of the whole.

Seated with the family at meals, he hears his father day after day utter the words, "Blessed art Thou, O Lord our God, King of the Universe, who causest the earth to yield food for all."

Words, mere words, are they for several years, yet so frequently is he wont to hear them, that they become a needful accompaniment to every meal, and as time goes on, their meaning is engraved upon his heart.

Is not this home the child's first shrine, the first altar where, with Father and Mother, he may worship? He, too, holds communion with God; for in the evening, as the mother tenderly folds him to rest with loving words and quieting thoughts, he feels a beautiful something within him and is encouraged in his desire to speak to God. This is one child's first prayer: "Dear God, I love you, and I love my Daddy and my Mamma. Good-night."

§3. THE MOTHER TALKS WITH HER LITTLE ONES

And now, in the daily contact with her child, through means of his duties and his play, his pets and toys, the morning strolls, the loveliness of Nature, through the beauty of favorite stories, of pictures and verses, and countless other golden opportunities, through every benign and beautiful influence which environs him, the thoughtful mother attempts to satisfy the yearning, outreaching tendency of his child nature.

She speaks to him of the goodness of God. No, we can not see God's face, but we know Him through His love and kindness. Because God is kind, mother is kind. Because mother loves her little boy she does everything in her power for his good. "I love you, Mother," the child exclaims again and again, and in her wisdom she tries to have him translate that declaration into action and conduct, for love must be meaningful. And when we tell God that we love Him, we must show our love by our deeds; we must do our very best for Him; because He cares for us and watches over us day and night.

"By slow degrees, by more and more" these thoughts are given to the child, until he is ready and eager for this simple prayer:

"I thank Thee, O God, for the blessings of this day. Thou art my Shepherd; I shall not want. Thou dost neither sleep nor slumber, and wilt protect me all the night. In peace I lay me down to sleep. Bless my home and all who are dear to me. Hear, O Israel, the Lord our God, the Lord is one. I am in Thy care, O God, when I sleep and when I wake. Amen."

§4. THE SABBATH IN THE JEWISH HOME

Every pious Jewish family hails with delight the celebration of the Sabbath, and the very young children, too, are impressed by this day, if only in respect to its unlikeness to other days; for the ways of the household are changed. All activity has ceased, even the "man-servant and the maid-servant" do no work. And though peace and quiet prevail, the children are happy and expectant.

On Friday, preceding the evening meal, the Sabbath is ushered in with a religious service called the *Kiddush,* or sanctification. The ceremony is begun by the kindling of the Sabbath lights and by a fervent prayer to God that the home may be consecrated by His light, which signifies love and truth, peace and good will. The Sabbath is welcomed as a messenger of joy and praise, and while workday thoughts are put aside, a calm, serene spirit of divine love hovers over all.

In praise of the good housewife and mother, the father of the family reads from the thirty-first chapter of the Book of Proverbs that glorious tribute to the good woman "whose price is far above rubies, in whom the heart of her husband trusteth, who bringeth her bread from afar and riseth also while it is yet night, and giveth food to her household. Give her of the fruit of her hands and let her works praise her in the gates." The father now lifts the cup of wine as a symbol of joy, and renders thanks to his God for the blessings of the past week, for life and the light of love, for home and friendship, for strength to work and for the Sabbath day of rest. With these thoughts the cup of wine is passed around the table and each one in turn drinks from it. Then they partake of bread dipped in salt. The beautiful service concludes as the father lays his hand upon the head of each child in silent blessing.

At the meal good cheer abounds, each endeavoring to please the other, and all waiting and attending on the guest in their midst.

To suggest that the little child participates in these ceremonies with more than vague, unformed impressions were indeed error; for only as the words and acts and symbols touch him in his association of ideas, in his daily experience, in his environment, can they come to be a part of his thought and feeling, and in time this comes to pass—a knowledge and feeling of Judaism, which is a vital thing throughout the years. Often, indeed, we have heard men in their old age declare that from the dim past they ever see the glimmer of the Sabbath lights, and feel their father's hand in blessing upon their head.

§5. THE JEWISH PASSOVER

Not only is the Sabbath day thus set aside for

worship and prayer, but there are many appointed days of the year when the members of the family are united by the bonds of worship and of love, days devoted to thanksgiving and praise to God, to quiet enjoyment and to acts of charity and kindness.

Especially does the great Feast of Passover appeal to the children. It is unique. It gives full play to all the poetry and heroism of their nature. How wonderful is the unleavened bread which they eat and the thoughts it calls to their minds!

There is the little baby alone among the bulrushes! Will no one ever come to the rescue? What joy they feel when his own mother clasps him in her arms! And then to think of his life in the palace with the Egyptian princess. Was it a fairy palace? But on learning more of Egypt and her cruelty to the children of Israel, their hearts are filled with pity.

The scene changes, and Moses, their hero, is a shepherd in the land of Midian. How tenderly he carries the little lamb back to the flock. And then the strange beauty of the burning bush, out of which sounds the voice of God!

For many years the bush is a real bush and the voice a real voice, just as they should be; nor does aught of their divine power pass from them when the Jew comes to feel that the fire is a fire of holy purpose to save and to serve, and similarly that the beautiful ceremonials of the Passover are but object lessons used to tell of God's mercy and providence, of the return of Spring, the urge of new life, the birth of freedom and liberty.

As the week of the Passover approaches, the inmates of the home of the pious orthodox Jew industriously prepare for its coming. All leaven must be removed and special china and utensils for cookery brought out. Each child in the family proffers his help, with a kindness persistent though impeding.

Passover eve arrives, the evening which ushers in the feast of Unleavened Bread, ever observed as a memorial of God's deliverance of the Israelites from Egyptian bondage. This festival of Freedom is celebrated by a beautiful and impressive home ceremonial called the Seder service, one in which the child participates with real joy. The Seder forms a bond of union not only among the members of one family, but between every Jew and his brother Jew throughout the world, for do not its prayers, its songs, and its traditions tell of joys and sorrows common to all Israel?

On this night of the feast, the head of the household, or one invited to act for him, conducts the service, reading in both Hebrew and the vernacular.

The table presents an unusual appearance, for not only is it in holiday dress, with flowers, sparkling glass and silver, but upon it appear the articles peculiar to the Seder. There are pieces of unleavened bread, or *matzah,* as it is called, a roasted bone of lamb, an egg, also roasted, a dish of bitter herbs (horseradish), some parsley or watercress, wine (an unfermented concoction of raisins), and *charoseth,* a mixture of minced almonds, apples, and raisins.

"With song and praise, and with the beautiful symbols of our feast, let us renew the memories of our wonderful past, and take to heart its stirring lessons," says the father. They drink of the festive cup and sing their songs of gladness.

All are given a bit of parsley or watercress, and they partake of it saying, "Blessed art Thou, O Lord, Creator of the fruit of the earth."

The reader raises the plate of unleavened bread: "Lo, this is the Bread of Affliction, and though God's providence has freed us, may we ever be mindful of those who are not free, and endeavor to aid all who are oppressed. Let those who are hungry come and eat, those who are poor, share with us our Passover."

It was written, "And thou shalt tell thy son in that day," therefore the Seder Service includes an explanation to the children of the festival and its celebration.

§6. THE EXPLANATION TO THE CHILDREN

"Why is this night different from all other nights?" asks the young child, as he views the strange objects on the table.

"This night is God's watch-night over the children of Israel. He watched over our forefathers in Egypt and delivered them from slavery. He guards us continually, and to-night we praise and thank Him for His protecting care. He was our Redeemer and Deliverer, so that we may be His messengers unto all the peoples of the earth."

"What is the meaning of the Pesach?" another child inquires, and he is told that the word signifies Passover; that God passed over and spared the House of Israel not only in dark Egypt, but again and again has He saved His people from destruction.

"And the lamb bone?" calls out another.

"Ah, the Paschal Lamb reminds us of God's command to Moses to sacrifice a lamb before the departure from Egypt. The lamb was sacred to the Egyptians, and when the Israelites obeyed the words of Moses, they struck the blow for freedom."

"What is the meaning of unleavened bread?"

"The *matzah,* or bread of affliction, is the symbol of divine help. When our ancestors were driven from Egypt and forced to depart in haste, they carried no food but the unleavened dough in their kneading troughs. They did not starve, however, for this dough dried into unleavened bread. Seven days we eat of the unleavened bread as a sign of God's loving care and of His power to save.

"The salt water, the bitter herbs, and the *charoseth*—all are tokens of the hardships endured by the Israelites before their deliverance."

"But the *charoseth* is sweet," the children say, and to their minds no hardship, until they are informed that its appearance suggests the clay and bits of straw used in the making of bricks by our forefathers when they toiled in Egypt.

"And the egg?"

"The egg speaks of life and faith in immortal life."

§7. FUN AT PASSOVER TIME

At the conclusion of the first part of the service, the table is laid and a delicious meal is served, which is welcomed and keenly relished by all, for has not the appetite been whetted by waiting, and has not the wife and mother devoted much time, thought, and effort to its preparation? Psalms, poems, quaint folk-songs, and refrains intersperse the entire service. What a lilt has this old nursery rhyme:

CHAD GADYA (A KID, A KID)

"A kid, a kid, my father bought
For two pieces of money—
A kid, a kid.

"Then came the cat and ate the kid
That my father bought
For two pieces of money.
Then came the dog and bit the cat,
That ate the kid,
That my father bought,
For two pieces of money, etc.

. . . . . .

"Then came the Holy One, blessed be He, and killed the Angel of Death,
That killed the butcher,
That slew the ox,
That drank the water,
That quenched the fire,
That burned the staff,
That beat the dog,
That bit the cat,
That ate the kid,
That my father bought
For two pieces of money."

"It is just like 'The House that Jack Built,' or 'The Old Woman and Her Pig,'" whisper the children, one to the other, as with friendly recognition they join in the refrain.

These young commentators are in agreement with the learned ones who designate it a Jewish nursery rhyme modeled after an old French song. Others there are who affirm it to be a legend showing how Israel (the one only kid) was oppressed by the other nations of the ancient world, and how the Holy One came to his rescue.

I shall quote in part from another folk-song which is written in riddle form. The riddle, as undoubtedly many recall, was employed as a means of entertainment at the table of Jewish families. This song shares popularity with the "Chad Gadya."

"Who knows One?
I know One—
One is the God of the World.

"Who knows Two?
I know Two—
Two are the Tables of the Covenant.
Two Tables of the Covenant—
One God of the World."

This form is continued through the number thirteen. It is considered appropriate for the Seder, as it lays stress upon the fundamental truth in Judaism, "God is One."

"Who knows Thirteen?
I know Thirteen—
There are Thirteen Attributes of God (Ex. 34:6,7)
Thirteen Attributes;
Twelve Tribes;
Eleven Stars (Joseph's Dream);
Ten Commandments;
Nine Festivals;
Eight Lights of *Hanukah;*
Seven days of the week;
Six days of Creation;
Five Books of Moses;
Four Mothers of Israel;
Three Patriarchs;
Two Tables of the Covenant—
One God of the World."

"And it Came to Pass at Midnight" is the name of a hymn recounting instances of divine deliverance from the early days of Abraham to the

great deliverance in the future. The poet Heine found inspiration in this song:

"Unto God let praise be brought
For the wonders He hath wrought
(Response) At the solemn hour of midnight.

"All the Earth was sunk in night
When God said, 'Let there be light'
(Response) Thus the day was formed from midnight.

"To the Patriarch God revealed
The true faith so long concealed
(Response) By the darkness of the midnight.

"But this truth was long obscured
By the slavery endured
(Response) In the black Egyptian midnight,"
etc.

The meal concludes with a bit of pleasantry. One-half of a bit of *matzah,* which has been reserved for the *Aphikomon,* a Greek word meaning "after-meal," or dessert, has been slyly drawn away by one of the children and concealed from view, the leader all the while feigning ignorance. Finally, he notes the loss, and not until he promises a gift, however trifling, does the offender bring forth the missing cake. "A game of paying forfeits," you will say.

In this brief account of the Seder service much has been omitted, but the Jewish child is sure to cry out, "Remember Elijah!" Many years will elapse before he can understand that Elijah, the prophet, the hero of the Passover, represents the protector of the home, the lover of parents and children, the messenger of redemption; but for the present he awaits the taking of the fourth cup of wine, and the opening of the door by his brother. Yes, when he is older, perhaps, he may be allowed to rise and open the door with the hope that Elijah may come in. Should a stranger or a friend enter the room at that time, it is needless to say that his place at the table awaits him and that he is most hospitably received. Little wonder that many a poem has been inspired, many a beautiful tale told, because the door of hope, of love, of religious fervor, is opened to freedom and to justice that April night.

The Passover! It is a joyful feast, a week devoted to memories of the past, praise and thanksgiving for the present and for the future. Each day does the house resound with songs, hymns or psalms:

"O, give thanks unto the Lord, for He is good;
For His mercy endureth forever,"

or this festival-song with its stirring traditional air:

"God of might, God of right,
Thee we give all glory;
Thine all praise in these days
As in ages hoary,
When we hear, year by year,
Freedom's wondrous story."

All this the little one receives, and were an observer to discover an added sense in the Jewish child, he would find that one to be the sense of religion.

§8. THE JEWISH HARVEST FESTIVAL

In the religious experience of the Jews, history and Nature unite to form the background of the great festivals. Just as the Passover developed from the commemoration of the exodus from Egypt, and the ripening of the early barley crop in the land of Canaan into a festival of freedom and of springtime, so a reminder of the years when the children of Israel dwelt in booths in the wilderness, together with gratitude for the latter harvest in the conquered land, gave rise to the Feast of Tabernacles, Feast of the Ingathering, a festival of Autumn.

Can we doubt that the little child glows with interest and pleasure when, in celebration of these events, he may spend some time each day with his dear ones in a leafy arbor or booth (*succah*), which is erected as an adjoining room to their home? In this frail structure with its partly open roof the people of the household take their meals, study, and receive their friends. Here, with song and prayer, they give thanks to God for His wondrous providence. How supremely happy the little one feels to sit in this bower of green, red, and yellow leaves, with clusters of grapes and shining apples here and there! Upon seeing the dark sky and twinkling stars through the roof he asks, "Are the holes in the top so God can hear our prayers better?"

Some day a thousand meanings for this leafy tent will come to him: his own frailty, his dependence upon God, the openness that life should spell, the open hand, the open heart, the open mind, the upward look, the reverent dismantling of the structure with a fervent desire to move on and on, to follow the "cloud by day and the fire by night." But now he needs to know only that the loving Father has blessed him with all good

things, and that he in turn should be helpful and kind to others.

"Little hands be free in giving,
Little hearts be glad to serve,"

thus is he taught to sing in gratitude to Him "whose kindness endureth forever."

We have seen that though we are concerned with the commemoration of very significant events, their observance never fails to create a place for the little child. "Thou shalt teach them diligently unto thy children," uttered back in the dim ages, still sounds a clear, insistent note in the hearts and homes of Israel's people; so we dare to hope that the celebration of the Sabbath, the Passover, the Feast of Booths, leaves a marked effect upon the character of our children, and that *Hanukah*, a feast of "mirth and joy," holds a high place in their hearts.

§9. THE FEAST OF LIGHTS

WHAT is the meaning of *Hanukah*, do you ask?

It is the feast of Dedication and of Light. Dedication, because it commemorates the victory of the Hasmoneans over the Syrians, and a re-dedication of the Temple at Jerusalem (165 B.C.) by Judah Maccabee, that brave warrior and loyal Jew; a feast of Light because of a tradition surrounding the conquering hero, although, like Christmas and the Brumalia of the Romans, and the Yule-tide feast of the Norse people, it had its origin in Nature as a feast of the winter solstice; as it were, a feast of the birth of light.

The elements of Nature, history, and tradition, like strands of brilliant colors, are woven into a design of surpassing beauty, and we have Hanukah, the Festival of Lights, different from the other days, as the events which it commemorates happened later than those recorded in the Bible. They are told in the Apocrypha in the first and second books of the Maccabees.

The little child knows nothing of the origin, the history, or the literature connected with this holiday; but the story, the lights, the songs and the games, these he finds a never-ending source of joy.

While the young, eager faces are upturned to hers, Mother tells the story very simply, how the Syrians (Greeks) through their cruel king, Antiochus Epiphanes, tried to force their idol worship upon the Jews. But the people of Israel, faithful to God, held true to the religion of their fathers. She tells them of the good old man, Mattathias, who, with his five brave sons, raised a small army and went out to battle against the enemy; and that when his strength left him, he bade his sons fight on and conquer. "As for Judah Maccabee, he hath been mighty and strong even from his youth up; let him be your captain and fight the battle of the people," he said.

They put themselves in God's care, inscribing upon their banner, "Who, O Lord, is like unto Thee among the mighty?" and Judah led them and gave them courage to strike for their religion and their land. After three years of war he led them into their beloved city and their Temple at Jerusalem.

"Oh, they must have been happy," said one of the children. "What did they do then?" asked our little one.

"Of course," continues the mother, "they wished to enter the Temple and worship, to thank God for His help and protection, but to their sorrow the holy place was deserted and the altar profaned. Why, they found the gates burnt up and shrubs growing in the courts as in a forest. How sad the people were! 'They rent their clothes and wept aloud.'

"But Judah gave them hope and courage. While some of the men at his command were building a new altar others were intent upon cleansing the sanctuary. At last all was purified. The grateful people were eager to re-dedicate God's house. But where was the oil for the sacred lamp?

"Someone has said that after long searching a little boy found a tiny cruse of oil and with great joy gave it to the hero, to Judah, to the tall, strong, fine, brave, loving Judah."

"I wish I was that little boy."

"You may be, dear. When you are older you will understand.

"When the oil was poured into the lamp, it was feared that there was not enough for one day's use, but wonder of wonders! the light continued to burn for eight days. These were the days of re-dedication, and so in memory of them and of God's wondrous power to help those who trust in Him, we burn the *Hanukah* lights in our home for eight successive nights. Do you remember, children, one candle the first night, two the second night, three the third night, four the fourth night, until, on the eighth evening, eight lovely tapers are burning?

" 'Kindle the taper like the steadfast star
Ablaze on evening's forehead o'er the earth,
And add each night a luster, till afar
An eightfold splendor shines above the hearth.' "

"Don't forget the *Shammus*, Mother."

"What is the *Shammus?*" asks the littlest boy.

"Mother will tell you, dear. The *Shammus* is the taper which kindles all the others. It is the 'Servant of the Lights.' We say it is Israel carrying God's word to all the people in the world."

"I like the *Shammus,* Mother."

"I am happy to know that. Remember the little boy who found the cruse of oil.

"Children, are you sure that you know the old, old *Hanukah* song?"

They begin to sing:

"Rock of Ages, let our song
Praise Thy saving power," etc.

Then the older children talk about the *Hanukah* play to be given at the synagogue, and of the beautiful pageant of lights that will be shown, where "Light," a lovely girl, will represent the light of day, of the stars, of love, of truth and righteousness, the light of knowledge, of the home, of charity, patriotism, law, and lastly, Israel, or the light of faith.

And besides, their kind mother is preparing a splendid entertainment for them, a real *Hanukah* party, to which they may invite their friends. She will teach them some of the old games like *trendele,* that funny little square top with a letter on each side.

Does our little one understand all that he sees and hears? We know that he does not; but we conclude that the joy, the mystery, and the poetry of the events of his religious year creep into the young heart and mind, and there slowly but surely form an armor of pride in race, a true Jewish consciousness.

Soon the parents will place their little boy in the Religious School, and the kindergartner may attempt to share that sweet fellowship which has so closely linked mother and child. Will hers be a sympathetic understanding? Will she deepen in the little one the impressions begun in the home? The mother will yield her treasure to the school, hoping that the foundation for the love of Judaism has been well laid, and that her boy may grow "from strength to strength" under the guidance of those dedicated to the sacred task.

MAKING THE BIBLE REAL TO THE CHILD*

By Rev. Theodore G. Soares

§1. UNDERSTANDING THE BIBLE AS A CHILD'S BOOK

Of course, we understand that the Bible was written by adults for adults. It was not written for boys. It has throughout an adult religious interest. Much of it, however, belongs to a very simple stage of religious development, not far removed from that of the boy himself; and much of adult religious experience, after all, is not strikingly different from that of youth. It is on these two grounds and to the extent that they hold, that the Bible is real to the boy.

A most important consideration, however, is to recognize that we have not to do with a book but with a literature, and a literature of very many strata. Our task is to appreciate the difference between those strata, and to determine in which of them the boy can live a real life.

It does not need much discussion to determine what kind of literature the boy needs for his religious development. It must be such literature as will capture his imagination, will help him to see where greatness lies, will stir him to feel that there have been mighty movements in the world towards great achievement—movements which continue and of which he is to be a part. The material that we offer to him must touch his experience vitally. It must seem utterly real to him; it must ring true according to his sense of reality. To such the boy will respond. He needs also what will develop reverence. Before what is high, and true, and at the same time simple, he bends with respect.

§2. THE ELEMENTAL MORAL VALUE OF THE BIBLE

What, then, is there in the Bible for the boy? It is easy, of course, to make a case against the Bible. We may say that it is a Semitic literature; its language, its figures, its background, are different from ours. It is a book of miracles. In the Bible, God is always in the marvelous.

*Editors' Note.—This is the first simple paper, in the editors' knowledge, in which recognition is made of the fact that some parts of the Bible are more interesting, and therefore more valuable, than others to young people. The writer not only states this fact, but tells just what those parts are, and suggests what is a sensible attitude toward the Bible for the parent to assume who would teach it to his children. The article was originally intended to apply to boys, but its statements are generally true of girls, also.

The question is asked whether the boy shall learn that God is only in the wonderful and that difficulty is to be overcome by miracle. These are the objections that are easily made against the Bible, and some of them, of course, have weight. Yet it is a marvelously human book. Much of it seems as if it might have been written yesterday. We open its pages and read of those conditions so alien sometimes to our modern interest, and then, of a sudden, we come upon tales that stir our hearts, for they speak to our elemental needs—needs that have not changed with the centuries. And these points of contact are not only for adults. Boys find them also. But boys are impatient, their highest encomium upon book or play or enterprise is, "There is something doing every minute." The material that is in the Bible for them must not be separated by material which is foreign to their interest. They must have that which has continuous interest.

§3. ECCLESIASTICAL MATTER OF LITTLE INTEREST TO CHILDREN

Let us begin with the Old Testament. A large part of the first seventeen books of the Bible is story material. We have here the stories of the beginnings. We have the tales of the heroes as they were handed down from generation to generation. We have the old stories of the movements of the peoples from the days of the nomad to the times of national settlement. Besides these older strands of narrative, we have the stories of the kingdoms of Israel, and the stories of the later Jewish community. The first three elements in this narrative material, contained in the books of the Hexateuch, Genesis to Joshua, came down for centuries by oral tradition. We have them now in our Bible in three forms. In the latest, the form in which the stories were told by the priests, the interest is ecclesiastical. Everything in the old history is of concern to the priests, as it has to do with the origins of the ritual and priestly service.

Here is the long story of the covenant of circumcision, the elaborate details of the institution of the Passover, the extended enumeration of the ecclesiastical arrangements of David, the many chapters devoted to the preparation of the material for the temple. None of this is of interest to a boy. In a scheme of religious education, it belongs very late; it belongs to the subject of the history of religion. It cannot be made real to a boy. We shall spoil both the boy and the material if we make the endeavor. But these stories that were told later by the priests were told earlier by the prophets. In the South Kingdom some great prophetic souls, with literary skill of extraordinary fineness, gathered up the old folk tales and told them again with moral purpose and religious feeling. In the North Kingdom a similar process was carried out.

§4. NARRATIVES AND BIOGRAPHIES THE YOUNG FOLKS WILL ENJOY

We have to-day in the Bible the interwoven stories of these two prophetic narratives. Sometimes they are duplicates and a little confusing to a boy. Sometimes there are differences of statements difficult for him to reconcile. But when we take one of these prophetic stories or the other, or, so far as they are complementary, both of them combined, we have a rich, vivacious narrative of great men, living their simple life on a great stage, meeting their moral problems often with victory, sometimes with defeat, displaying on the whole a magnanimity that stirs the imagination and captures the admiration. A normal boy will respond in altogether healthy fashion to such great tales.

A critic of our religious educational system wrote me some years ago, when I was engaged in the preparation of a book on the heroes of Israel, suggesting that it would be well to substitute modern heroes for the bigoted old Jews. Well, Jewish bigotry came later than the time of most of the heroes, but that may pass. There is, of course, everything to be said for the study of modern heroes, but who has written epic stories with the charm and power of the prophets of Israel? It is much to be wished that we could secure modern biography as brilliantly executed as that of Joseph, of David, of Elijah. But even if we could have all our heroes pictured in such fascinating fashion, our boys would still find a unique inspiration and delight, and therefore a reality, in the stories of the great men of Israel.

§5. INTEREST OF THE JEWISH HISTORY

The stories of the Hebrew kingdoms and of the Jewish community belong to the later boyhood of the high school age. Studied at the time of historic interest and in connection with the historic studies of the day school, the significant drama that was played upon the stage of Palestine will be very real to boys. It is probable, moreover that the material of the first chapters of Genesis would better be presented at this age, when it may be studied in comparison with the cosmogonic material of the other Semitic people. The Jewish history should not stop with Nehemiah, but should extend through the interesting

four centuries that have been so inappropriately styled the Four Centuries of Silence. It should especially include the brilliant story of the Maccabees.

§6. ARE THE PROPHETS FOR YOUNG PEOPLE?

A large section of the Old Testament consists of the sermons and orations of the Hebrew prophets, intensely practical, concerned with the immediate social and political condition of their day. These orators, statesmen, reformers, have left us material of the highest moral and religious significance. In the later high school age the political and social situation, which is the background of the prophecies, might be made very real to a boy, and the essential message of the prophets might be understood. But the prophecies as we have them in the Bible are not adapted to boys. They are altogether too difficult reading. Their very brilliancy and poetic beauty, their fine Oriental figures of speech, the rapid transition of sentiment, make them exceedingly difficult to follow, except by the trained literary student. If the prophets are to be made real to the boy, their stories must be retold, with a culling from the prophecies of those fine passages which are within his literary appreciation.

§7. THE LAW AND THE RITUALS DO NOT ATTRACT CHILDREN

Returning to the first six books of the Bible, we find there, in addition to the stories already discussed, the great common law system of the Hebrews. That body of legislation is the ancient Semitic customs revised and lifted into larger significance by Moses, edited again by later prophets and adapted to the needs of the simple agriculturists of Palestine. With the exception of the great Decalogue and some few simple moral and charitable commandments, this material is away from the interest of the boy. It belongs in the studies of national customs and comparative jurisprudence, very much later than the age of boyhood. It is altogether an adult interest. The simple facts of the introduction and significance of the laws are all of this material that is necessary for the boy's understanding of the history.

In these same six books, and also in the books of Chronicles and Ezekiel, we have the complicated ecclesiastical and ritual system of the Hebrew temple. As already suggested regarding the priestly material in the stories, this belongs to the history of religion, a recondite subject, one for advanced students, and not at all for a boy. Just enough understanding of the temple and sacrifice and priesthood to orient him in the reading of the stories that interest him is all of this class of material that can be made real to him.

§8. ADAPT THE PSALMS TO THE BOY'S EXPERIENCE

The Old Testament contains, mostly in the Book of Psalms, but also elsewhere, the songs of the temple. It is the anthology of Hebrew sacred poetry. Lyric poets have never sung sweeter than the psalmists of Israel. There is that in a boy's nature—that strain of sentiment, which he will not confess, and upon which one must not intrude—which will respond to lyric poetry when it is within his experience. The fine psalms of praise, the simple songs of faith, the hymns that breathe the great hope of good times coming—these may be made real to the boy. It is well to remember that the psalms were written during the long period of tyranny and oppression, when the "enemy" was a very real factor in the Hebrew life. He was not a personal enemy, he was the social enemy, the rich tyrant of the poor; he was the national enemy—the braggart and bully, who tortured the people of God. The cry of the oppressed people is reëchoed in the psalms. Perhaps we are not anxious to make this real to the boy. It would be better to wait until the social passion shall make him feel the clash of right and wrong, and thus appreciate the cry of vengeance of the psalmist. A prepared edition of these psalms, that will leave out the execrations, will be more real and religious for our boys.

And then there are songs that speak out of an experience of gloom and struggle that is deeper than a boy knows. It would be healthier if he did not learn those songs until the harder struggles of later years make them more significant.

Eliminating, then, the psalms unadapted to boyhood, and editing those that are within his experience, we might have a boys' song book containing half a hundred of the beautiful, rhythmic songs of Israel's greatest poets, and these should be a permanent possession in the memory of our boys.

§9. SOME OF THE PROVERBS APPEAL STRONGLY TO THE YOUNG

There were three classes of teachers in Israel, the priests, the prophets and the wise men. We have already suggested that the priestly material

is not adapted to boys. We have further suggested that the prophetic sermons, though difficult in their present form, may yet be made real to boys. What, then, of the teachings of the wise men? These are found in the Bible in two forms: first, practical; second, philosophical. The practical teaching of the wise men is for the most part in the Book of Proverbs. These short, polished, brilliant sayings, in which the wisdom of the shrewd Hebrew sages has come down, appeal very strongly to the practical sense of the boy. The picture of the sluggard turning over for a little more sleep while his vineyard goes to ruin, will take hold of the youthful imagination. The excuse of the laggard, who was afraid to go out lest he might meet a lion, can be made very real to the modern master of excuse-making.

But not all of the proverbs are available for boys. The poetic imagery is not always simple enough. The moral problem is not always such as they will meet. The book ought to be edited, eliminating the proverbs that are obscure or unsuitable, bringing together those of similar meaning, and arranging the whole for easy reading. A boys' Book of Proverbs that would be perhaps about half of the present collection would be an admirable text-book.

§10. THE PHILOSOPHICAL AND APOCALYPTIC WRITINGS NEED ADAPTING

THE PHILOSOPHICAL writings of the wise men are altogether beyond the boy's experience. The problem of suffering in the Book of Job might be made real to him, but it is scarcely worth while. He had better wait for that. And the splendid poetry of the book will mean more to him when he has arrived at a more advanced literary appreciation. The problem of skepticism in the Book of Ecclesiastes is altogether foreign to the boy's need. The poetical picture of old age in the last chapter might be learned as a poem, but its connection with the argument of the book had better wait for adult years.

There remains to consider the Book of Daniel. The stories of the first chapters belong to boyhood, but what of the complex imagery of the latter part? It is quite clear that in its present form it is too difficult for the boy to read. But a simple explanation of a literature that pictures great conquering nations as savage beasts, the beautiful faith in the coming of a kingdom to be symbolized not by a beast, but by a man, might easily help to a finer understanding of a real, if simple, philosophy of history by the high school student. This means that the apocalyptic material must be retold, to become thus real.

§11. SOME OF THE GOSPELS HAVE A LARGE PLACE IN CHILDREN'S LIVES

LET US pass to a consideration of the New Testament: We have first the synoptic gospels—the story of the words and deeds of Jesus. It is a significant fact that to many boys Jesus is not a real hero. He seems almost a negative character to them. They think of Him as one who suffers rather than as one who dares, and conquers, and achieves. They do not understand Him as a teacher. Much of His teaching is beyond their appreciation. The synoptic gospels are not easy reading for young boys. The discourse material is especially difficult. We have evidently been misled by the simple beauty of the parables and their picturesqueness of illustration into the supposition that they are really material for that age of childhood which loves illustration. This is to lose sight of the very important fact that a parable is an analogy, and an analogy is a somewhat developed form of reasoning. We ought to give to young boys the stories of Jesus as the one "who went about doing good," to use the fine expression of the boy-like Peter. For young boys, therefore, a story of Jesus made up from the three gospels, with some narrative material from the fourth, should present the great Hero, whom they would admire and love. For the high school age, the three gospels are great religious material, but the emphasis should still be on the loving service and loyalty of Jesus rather than on the teaching of sacrifice.

The fourth gospel, which to many a Christian of experience is the choicest piece of writing in the world, is not a boys' book. It is too contemplative. The long discourses, so wonderfully revelatory of Christ, are too difficult for him to understand. The Gospel of John may add its contribution to the history of Jesus for the high school boy, but its profoundly spiritual teachings had better remain for a later time. This is not to say, of course, that some of the noble and beautiful expressions will not become a part of that permanent acquisition which the boy preserves in memory.

§12. NEW TESTAMENT HISTORY INTERESTS THOSE OF HIGH SCHOOL AGE

THE FIRST part of the Book of Acts is the story of the Church. It has often been included in the hero material because several of the apostles play

an important part, but in point of fact it is not boy heroism which they accomplish. The writer of the Book of Acts used his material to show the development of the early Church, and as such it is useful to us. It will belong, then, to the later high school age, in which we have placed the historical material of the Bible.

The same thing may be said of the second half of the Book of Acts, so far as the history in which Paul plays the prominent part is concerned. But this is other than ordinary history, because the writer of the Book of Acts was a friend and companion of Paul. He was an eye-witness who could describe with extraordinary vivacity the stirring deeds that he saw. There is, therefore, a story of Paul the Hero. The tireless traveler, the conqueror of crowds, the winner of friends, the orator before tribunals, the hero of a shipwreck, may be made very real to a boy. The man Paul who fought a good fight, finished his course, kept the faith, ought to be one of the boy's heroes.

§13. THE REST OF THE NEW TESTAMENT

THE LETTERS of Paul are not material for a boy. A representative of a publishing house, largely interested in a special system of religious education, asked me some time ago rather pathetically whether I did not think the letters of Paul could be made interesting to a boy. The form of the question is almost sufficient answer. We do not want to *make* things interesting. We want them to *be* interesting. Paul is concerned in his letters with the doctrine and disciplinary matters that belong to a very much later stage of religious interest. A boy ought to understand something about Paul as a letter-writer, something about a few of the great problems that he met; and he ought to be acquainted with a few of the splendid passages like the thirteenth chapter of First Corinthians, and the description of the Christian panoply in Ephesians. He ought to read and appreciate the letter to Philemon. But it would be better to wait until the college years to appreciate the wonderful interpretation of Christ that Paul has given us in his correspondence with the Churches.

What has been said of Paul's letters applies even more strongly to the general letters. They have not even the definite historical situation which makes it easier to understand Paul's letters. We can use a few great passages, of course, as gems of spiritual expression, but the letters as such are not real to a boy.

What has been said of the apocalyptic books in the Old Testament applies equally to the Book of Revelation. Most of it is altogether too difficult for a boy to read. But if the story of its origin and character be told and some of the great descriptions of the Roman oppressor be inserted in the narrative, and then the wonders of the New Jerusalem be shown to be words of comfort to the martyrs under persecution, the book may be exceedingly real to a boy's imagination.

§14. MORAL DIFFICULTIES IN THE BIBLE AND HOW TO MEET THEM

THE QUESTION will arise whether we are to include in our boy's Bible the stories that are on a lower scale of morality than that on which we live. Shall we admit the narrative of Abraham's denial of his wife, of Jacob's deception of Laban, of Samuel's slaughter of Agag, of Esther's bloody revenge? Shall we include in the New Testament the stories of the cursing of the fig tree, and of the death of Ananias and Sapphira, both of which are at least difficult to explain to a boy? Probably wise discrimination ought to be used. Such stories on a lower plane of morality as lead easily to expressions of right moral judgment may be exceedingly useful. It may be a good thing for the boy to see the pettiness of the magnanimous Abraham, when he denied his relationship with his wife, and he may learn that we cannot judge well of a man by a single deed.

Narratives of deception and revenge may help us to explain the growth of moral conception, and the boy, seeing that he belongs to a later stage of ethical development, may realize his greater obligation. Those stories which create a moral difficulty, either because the requisite moral distinctions are not evident in the text, or because it imposes too great a tax upon the teacher to make the adult point of view clear to the boy, should be vigorously omitted. For example, the grounds upon which Samuel fell out with Saul cannot be made clear on the basis of our present narratives, and we would do much better to summarize the facts.

§15. OUR OWN ATTITUDE TOWARD THE BIBLE

ABOVE all, the frankest possible attitude must be assumed. If a boy does not think a thing right he must be free to say so. The biblical authority must never be imposed upon him. The Bible can only be real to a boy if it appeals to his own moral judgment. Narratives which would confuse his judgment, although perfectly

clear to an adult, are not good religious material for him. Especially must we avoid allowing the boy to come to the conclusion that God can do things because He is God which would not be right for a man.

Another question that is fundamental concerns the miracles. Of course, they occasion difficulty. The elaborate explanations which the adult may understand are beyond the appreciation of the boy. Yet the miracles are interwoven in our biblical narratives. They supply much of the vividness and picturesqueness of those beautiful stories. We should emasculate our Bible if we should remove the miraculous. The great desideratum is again that there shall be perfect frankness. There is no necessity for a leader of boys to raise skeptical objections. Often the vivid imagination which the boy has brought over from childhood makes him revel in tales of the wonderful. A careful teacher ventured to suggest that Samson possibly did not slay quite a thousand men with the jawbone of an ass, but the class resented the limitation of their hero. "Oh, I guess he could kill a thousand," said one boy. The young mind is often in that same naïve stage in which the primitive Hebrew stories arose, and the two then come naturally together.

But there must be no strain upon the boy's credulity. He must be free to say what he thinks about any narrative. A lad came home from Sunday-school and asked his father if he had to believe a certain story. The wise father answered him: "You don't *have* to believe anything. You believe with all your might those things that you know are true, the things that appeal to your heart and make you feel that you must believe them. Then you should understand that these beautiful old stories have been told to us by very imaginative people and have come to us from the long ago. We take them just for beautiful stories that help us to understand our duty." A wise use of the miracles of the Bible with boys may remove hereafter the possibility of that cheap skepticism which is so unfortunate a characteristic of superficial manhood.

An important question relates to the language that is to be used. Shall we use the classic form of the King James version as it is still preserved in our modern revision, or shall we translate it anew into twentieth-century English? I feel the force of the argument for the latter method, and yet I plead for the classic form. I believe in the beauty of the English style. The boy has much of the poet in his nature. Occasionally an obsolete word or an obscure expression might be changed, but I believe a boy can read this simple classic language. And it will prepare him for his larger use of the Bible in maturer life. I should hope that all this rearrangement of biblical material would only prepare for a later appreciation of the Bible as we older Christians know it and love it.

In summary, then, I believe that the Bible will become real to the boys as they feel the significance of the great lives, the great deeds, the great devotion and the great hopes which the heroes of the faith present to us; and to the older boys as they appreciate the history full of movement and meaning that has led to the formation of the Christian Church. And if we give them wisely a boys' Bible that comes within their experience, they will later come to feel the reality of that larger Bible which we elders find to be the lamp to our feet and the light to our path.

THE AIM OF RELIGIOUS EDUCATION

By George R. Dodson

Education is of two kinds, that which supplies information and trains and develops the powers of body and mind, and that which shapes admirations and nourishes ideals. The one gives power and equipment, while the other, by determining the life-purpose, decides upon the end for which they shall be used. What boys *can* do depends upon what they *know;* what they *will* do depends upon what they *admire.* It is knowledge that gives power, but it is the ideal that determines the direction of life. The aim of intellectual education is clear, accurate, and adequate ideas; that of moral and religious education is such an appreciation of values that the best things are prized most and other things estimated at their relative worth. Neither alone is sufficient, and we need a clearer appreciation of the fact that, however important it is that children should acquire a knowledge of the objects and processes of nature and of the events of history, it is still more important that they should become reverent, impartial, and devoted seekers after truth. The aim of moral and religious education is not to acquaint young people with certain ideas and doctrines to be henceforth

"Held as an infant's hand
Holds purposeless what is placed therein."

It is rather to develop in them the love of truth and to impledge them to the spirit of progress, so that with their greater opportunities they shall go far beyond our achievements, that they may always walk in the direction of the world's progress and take their places in the front lines of the world's work. Moral education aims to inspire loyalty to ideals which shall keep the young in the path of progress when they have passed beyond our love and care. It strives to bias them in the direction of the true, the noble, and the good, and to save them from vulgarity by developing in them good habits, high tastes, and a love of the best.

§2. EDUCATION THROUGH ADMIRATION

And this moral education becomes religious when young people are made to feel that loyalty to the beautiful ideals of a noble life, to the best self, is loyalty to God, to the divine life which wells up within our consciousness, when they are taught to realize that their native love of the true, the beautiful, and the good, and their sense that they are made for a life guided by these ideals, is simply the impulse of growth become conscious. To be religious means to appreciate the significance of moral aspiration, to understand that our striving after perfection is the presence in us of the power which has lifted us above the animal realm and made us to be men, and which is now urging us to further heights. It is simply to conceive of our own life in the highest way; to know in our hearts that the divine is only another name for the ideally, perfectly human. The religious life, therefore, far from being something unnatural, is our natural life in its higher ranges, in the development and exercise of its noblest and finest powers. And irreligion, in this view, means arrested development, incompleteness, a falling short of our full humanity.

These conceptions should guide the educational work of thoughtful fathers and mothers. They realize that the possession of health, wealth, and intelligence is by no means sufficient to insure success and happiness. Countless young people who have these things make shipwreck of their careers because they admire the wrong things, because they cherish a false conception of life, because they are without a noble purpose and a high ideal. Now, to nourish the ideals which ennoble human lives, which are indispensable to real happiness and success, is precisely the function of the Sunday school and Church. They cannot do this work alone; but, if properly supported and adequately conducted, they can greatly assist the home, which must always remain the main source of all that is best and noblest, finest, sweetest, and most ideal in this world.

§3. "CHARACTER IS CAUGHT, NOT TAUGHT"

As to methods of instruction, it is generally well understood that ideals spread by contagion from life to life, and not by talking about them or by moralizing. The main thing is the attitude and spirit of the teacher. If the one who instructs boys is filled with the spirit of good will, of love, of truth, of admiration for the beautiful and noble, these high enthusiasms will pass over into the young lives, whatever be the content of the lesson. If the teacher is without them, he may convey knowledge of facts, but he cannot teach religion. For religion, which is a spirit of reverence, of trust, of hope, and love, is "catching" and is never transmitted in any other way.

There are no facts the mere knowledge of which develops that devotion to high purposes and ideal aims which is called here religion. Young people might conceivably know as much about the Bible and about Christian doctrines and history as a whole divinity faculty, and not necessarily be morally better for such encyclopedic knowledge. Religion is not a matter of knowledge of fact; it is a question of attitude, of the individual's sense of values, of the ideals that give direction to his life.

On the other hand, just as knowledge without ideals is insufficient, so noble purposes need illumination. They are likely to succeed best in living the good life who have rational conceptions of what the good life is, whose ideals of morality, of the Bible and the Church, have been purified from superstition. In a good Sunday school, therefore, instruction is given on all these subjects. The chief reason for teaching the Bible is that it is not only a good medium of religious instruction, in the sense that in dealing with it the teacher's love of truth and admiration for heroic and beautiful lives may be expressed as well as in treating any other subject, but also that it has played so great a part in the life of civilized peoples that it cannot be ignored, and it is not being adequately taught elsewhere. For boys either to be ignorant of this great literature, to scoff at it, to make an idol of it, or to regard it in a mystical or superstitious way, is a misfortune.

§4. APPEAL TO THE YOUTH'S REASON

The aim should be to give them a rational notion

of it as the literary expression of the religious development of the Hebrew people through more than a thousand years. The older classes, especially, should become familiar with the main outlines of the growth of the great religious ideas of our race. They may learn to trace the development of moral ideas and of the idea of God from the time of the Book of Judges, when He was regarded as a tribal or national deity with a local habitation and a name, up through more civilized times when the prophets taught their people to think of Him as the God of righteousness, to the culmination in Jesus' thought of God as Good Will, whose service consists in purity of heart, in hunger and thirst after righteousness, in struggle toward the ideals of perfection, and in human helpfulness and love.

Studying this ancient literature as an evolution, the children learn that the literary deposit of each age necessarily reflects the stage of moral development which that age has reached. And, while they appreciate the fact that they must reserve their admiration for the purified ideals of truth and goodness which are the fruit of the whole past life of our race, they yet have a sympathetic appreciation of the earlier stages of religious progress and a sense of fellowship with the upward-lookers of all ages.

An effort should also be made to show the advance that has been taking place since the New Testament was closed, the growth in tolerance, charity, and the sense of fellowship and kinship, and to make clear the historical significance of the ideals for which the Church ventures to stand, and of its attempt to combine the moral and religious life of aspiration with perfect intellectual freedom. And then, having taught the best the world now knows, we point to the future, assuring the children that our present ideas will be corrected, expanded, and supplemented as knowledge grows from more to more.

Besides the Bible, there is much other noble literature which may be made to serve the same purpose. "Father," said a little boy, "when I read that story, my cheeks just burned." The story was one of heroism, of splendid courage, and unselfishness. And the father was glad, because he knew that there is a deep law of our nature in virtue of which we tend to be transformed into the likeness of that which we admire. Next to inspiring teachers and companions, the best way to bring out and make dominant the best in a child is to supply him with literature which sets forth in all its beauty and attractiveness the highest human ideals. In this way the young mind is enabled to live imaginatively in the presence of the best.

§5. TEACH RELIGION AS FULLNESS OF LIFE

Furthermore, one main purpose of modern educational work is to correct the traditional ideas of morality and the good life. The notion lingers that religion summons men to self-suppression, to asceticism, and an interest in the unworldly and unreal. Its call is, therefore, unwelcome, since our deepest craving is for self-expression, for greater fullness of life. Now, it should be our endeavor to foster a more rational conception, to make it perfectly clear that the most complete self-expression is precisely the aim of all education, whether intellectual, moral, or religious. In this view the moral life is simply the organized life, the life in which our native impulses are not denied their rights, but in which they are ordered, the highest ideals in control at the top, and all other tendencies active in their proper places, including the fundamental animal needs at the bottom. The ideal is that of a graded life in which all natural functions occupy in the scale the position their relative importance demands. Discipline does not, therefore, mean asceticism or a narrow life, but rather escape from inner disorder, from the riot of insubordinate impulse. Out of the chaos of instincts, tendencies, and needs with which life begins, our constructive moral task is to build a personality, to organize the passional forces of human nature, to create an ordered inner life, which Plato calls "the city within."

We should do our utmost to make our young people understand that real goodness is just the most complete living, and that the bad man is not bad because he is strong, but because he is not large enough and has not insight enough to see the precious things that are injured by his willful actions. What is called selfishness is really a lack, a failure to appreciate the situation, to become social and human, and to live the life of the race. It has been truly said that "The egotist is not more than a man, but less than a man." So, too, the unselfishness to which we call our young people is really the result of an expanded self, of a life that is not blind to all but a few interests. We urge upon them the conception that the right is at bottom the rational, is that which, all things considered and all interests regarded, is the wisest and best thing to do, is that which, when we know our own hearts and when our whole nature expresses itself, we ourselves most want to do.

Such, then, should be the aim of moral and religious education—to teach rational ideas of the Bible, and of the nature of human nature, to make it clear that the right is not the arbitrary, but the

rational, and that goodness is simply another name for the amplest expression of human life, and above all to lead our young people to reverence and trust, to hope, to love and service, to the attitude that gives to our human existence dignity, beauty and joy, serenity and peace.

RELIGIOUS TRAINING OF ADOLESCENTS

By Frank H. Cheley

It is probably best, for our purposes, that we conveniently divide a youth's religious training activity into the following main groups:

Religious Instruction
Worship
Church Responsibility
Service to Others
An Appreciation of the Beautiful

Let us discuss each of these briefly.

§2. RELIGIOUS INSTRUCTION*

"It is the duty of the church, in conjunction with the home, to provide food for intelligent religious thinking and to guide the minds of its boys in their religious growth and development. The aim of such instruction, in both the home and the church, should be to lead them to assume a filial and reverent attitude toward God and His world, and to live in unselfish relations of love and helpfulness among their fellowmen. To this end the home and the church should make children thoroughly familiar with the revelation of God as found in the Bible and in nature, acquaint them with the main facts in the history of the early church and of the great mission enterprise, helping them to appreciate religious customs, religious needs of other people, and inform them concerning the history and distinctive characteristics of their own denomination as well as concerning the social and missionary enterprises in which it is now engaged. Such a course of study, properly assembled and arranged in appropriate sequence, and taught by trained teachers in the church in close co-operation with the parents, should be the program of religious instruction of every growing youth.

"This is the ideal toward which the Sunday school at large is pushing, and it merits the genuine help and enthusiasm of every parent.

§3. WORSHIP*

"It is natural for religious feeling to express itself in worship. The church and the home, however, should train boys to worship spontaneously and intelligently. To do this, boys need to become acquainted with the forms and language of worship, both private and public; but these forms which are employed by the home and church in the training of boys should be suited to the experience of the worshiper. Boys, for example, require very simple forms, while adults may properly make use of those which are more complex. Moreover, the material of worship may be so related to the material of instruction as to serve as a medium for expressing the feelings and enthusiasm aroused by the plan of religious instruction.

"Boys, generally speaking, need tactful guidance and comradeship in worship. Worship can easily be made the most powerful of all personal helps to the boy in his fight for character. The habit of drawing very near to a personal God in a reverential and worshipful attitude adds tremendously to a boy's moral reserve and is a factor that should be carefully considered by the father."

§4. CHURCH RESPONSIBILITY

Young people invariably get out of things just about what they put into them, whether in the realm of play, study, or work. So it is with religious growth and development. One must put his best in, in the way of little responsibilities, if he is to take away anything of permanent value. Teach the child to understand and respond to reasonable church demands. A parent can himself set a working example in this particular that will prove worth much advice.

There is a vast variety of worthwhile, direct, and indirect church responsibility in which young people may be profitably interested. Missions are the result of the church. Organized charity is the result of the church. Christian colleges are the result of the church. Every one of these great tasks needs a constantly increasing number of men to share its responsibilities and burdens. The work of all such agencies could be tremendously augmented if a whole generation of young people were to be deliberately trained for these jobs.

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§5. SERVICE TO OTHERS*

THE ULTIMATE aim of all religious training is to reach the will and lead it to express itself in suitable action—through exercise the will grows strong. In order that youths may grow up to be efficient as well as intelligently religious beings, their wills need to be trained, through practice, to the point of vigorous action. To provide opportunity for moral practice there should be in any program of training a definite place given to definite service to others, suited, of course, to the varying powers of the growing life and including not only such simple duties as pertain to the home and to the immediate neighborhood, but more complex forms of community and social service, as well as participation in the foreign mission enterprise.

Daniel Webster once said that the most important thought he ever conceived was his sense of responsibility. In the American family, with its steam heat, regular water supply, with the milk brought to its very door, it would seem that life is sometimes made too easy for boys, and they are apt to take it for granted that the world was made chiefly for them.

In so far as it is practical or possible, these acts of service should be related to the scheme of religious instruction in order that the gist of such lessons may habitually find expression in conduct.

It should be constantly remembered by the parent that a considerable per cent. of the permanent value of the whole scheme of religious instruction will depend on how largely these service elements find practical channels for expression. Religious impression, stifled and confined, often ferments into strange doubts and disbeliefs. Let the youth "work out" his salvation.

§6. APPRECIATION OF THE BEAUTIFUL

A REAL appreciation of the beautiful things in the world, whether it be the song of a bird, a mountain sunset, a budding flower, a beautiful painting, or the lines of a skyscraper, should be a part of every child's education. The beauty in the world is one of God's ways of expressing Himself to men so that they can catch a glimpse of His real self. We live in a materialistic age when most things are valued with a money value, and it is so easy to completely leave out of our training everything that cannot be "cashed." Henry F. Cope said:

"We must not allow our mad rush for things convenient to blind us to the greater importance of things beautiful, lovely, character-determining. Life is larger than making a living. To love some things of beauty is better than to possess all things. Pity the children born into a world of things; all their lives trained to think in terms of making a few cents or a million dollars; robbed of joy, play, imagination, and any hope beyond the slavery of the money-mill."

Nature study and music and poetry, working with flowers, visiting wonderful scenery, attracting the wild birds, and all such activity can easily be made to help develop a real appreciation of the lovely things about us. Some have objected that such training inclines toward the effeminate, but such a conception is a great error, for our greatest men through all time, including Christ Himself, have given a large place in their lives to the beautiful aspects of everything.

"To appreciate the splendor of the autumnal foliage attests the possession of artistic sense as much as does admiration of a cathedral or a sculptured masterpiece. There is beauty everywhere, in such familiar things as field and forest and orchard, as well as in art galleries, whose walls are adorned with masterpieces. It has been said that 'beauty exists in the eye of the beholder,' but it must also exist in the soul; therefore, cultivate deep in the heart of every boy a sensitiveness to color, sound, and line that is inspiring and beautiful."

"The study of the beautiful in nature and in art will help to lift a boy above petty cares and disappointments."

"A boy was born 'mid little things,
Between a little world and sky—
And dreamed not of the cosmic rings
Round which the circling planets fly.

"He lived in little works and thoughts,
Where little ventures grow and plod,
And paced and plowed his little plots,
And prayed unto his little God.

"But as the mighty system grew,
His faith grew faint with many scars;
The Cosmos widened in his view,
But God was lost among His stars.

"Another boy in lowly days,
As he, to little things was born,
But gathered lore in woodland ways,
And from the glory of the morn.

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"As wider skies broke on his view,
God greatened in his growing mind;
Each year he dreamed his God anew,
And left his older God behind.

"He saw the boundless scheme dilate,
In star and blossom, sky and clod;
And, as the universe grew great,
He dreamed for it a greater God."

SUNDAY IN THE HOME

The problem of Sunday observance is an important, yet a difficult, one in the lives of many growing children. It is important because we recognize Sunday as our great day of privilege, the day for joy, recreation, and compensation. The difficulty is to make it such to lively youngsters without causing it to cease to be such to their parents and to the neighborhood. In general, we shall be more successful if we emphasize the privileges and joy of the Sabbath rather than deal with it negatively. It is a day of freedom rather than a day for repression. There are perhaps three elements in a good Sabbath for children—change, rest, and uplift.

One of the most sensible ways to make a Sunday change is in the way of food. Even the saints are described in the New Testament as sitting at a table in Paradise. A change of play is a happy resource on Sunday. The recognition of the presence of children in the Hebrew family is not more beautifully seen than in the Old Testament laws, the tenor of which is that man must not work but may play on the Sabbath. In order to give particular relish to the things provided for Sunday we should reserve them for this one day of the week. If there is anything new in the home let it make its first appearance on Sunday: the new phonograph record, the new dress, the new piece of music the daughter has memorized, the new joke the son has heard, a fresh blossom on some household plant, the just-completed handiwork. Another agreeable Sunday change is for the family to do things together. In our modern busy households mealtime is the longest consecutive period when the whole family is together, except on Sunday. One, therefore, feels like recommending for the Sabbath certain tasks which can be wrought out by Father and the children around the fireplace.

Parents are probably in more need of rest on Sunday than are their children, yet children, too, grow weary, especially after Saturday play. The only point is that they take their rest in a different fashion from their elders. Rest for the youngster does not consist exclusively in lying down. What rests a child is not the attempt to stop the machinery of life but the turning of the vital force into new channels. Nobody seems to have much to say about what boys can do on Sunday. Their interest in Bible puzzles is apt to wane after a time, and any use of the day which keeps Mother busy in furnishing entertainment is as bad for the boy as it is for the mother. One good plan, especially for winter time, is to let the boys "fix up" their rooms on Sunday. I say "fix up" rather than "clean up" for obvious reasons. This is a good time also for collections and for quiet hospitality in the children's rooms. It will not tire the boys and it will rest their mothers if they form the regular habit of preparing and serving the Sunday evening meal.

As to the problem of uplift on Sunday for boys, we get perhaps the best definition of the religious purpose of the day from that line of Burns': "They tune their hearts, by far the noblest aim." But how can we tune the hearts of boys to better things on Sundays? The first question that arises is that of Sunday church-going. Sunday school is a poor substitute for church service. In the church of the modern spirit the church service is not in such contrast with nature that church-going seems to the children like imprisonment. The service is dramatic and is enlivened by the singing of children's choirs and by a sermon or story to the young people. Children of the age which we are discussing in this chapter seldom rebel against this habit if it is established early.

The best method of keeping Sunday on a high level is that of companionship with parents. In the household where Sunday is regarded primarily as a clan day, a household day, and is so observed from early childhood, with the familiar and resourceful co-operation of all, the young people later are less likely to show disloyalty to their clan either by deserting them or putting them to shame on Sunday. Sunday is certainly Father's Day. It is the day when a generous-spirited father recognizes his privilege in giving his wife a chance for some rest and solitude and in which he steps forward and learns to know his children. The Sunday afternoon walk with Father might almost be regarded as an American institution. In many families there is a club, of which Father or Mother is the president, which meets every Sunday afternoon, perhaps in the attic where "Sunday best" toys and books are laid away for the purpose, or around the piano, where an enter-

tainment is furnished to which each contributes at least one item.

The best opportunity for creating a religious atmosphere in the home on Sunday is that which comes through service to others. If Sunday afternoon is given to a walk in which a visit is made on the sick or suffering, it certainly furnishes more wholesome inspiration than does even the formal religious exercises, and any day so spent is more pleasing to the God who loves mercy and not sacrifice.

"Then," says Dr. Hodges, "if the day close with singing of hymns and the benediction of quiet music, it ends well."

A YEAR OF GOOD SUNDAYS

By William Byron Forbush

§1. A "SUNDAY BEST" DAY

"Sunday best" is a tradition which holds good in other things besides clothes! Anything which is rare is more appreciated than the commonplace. This is a good working principle to follow in the matter of Sunday occupations with children. Anything which is made rare by saving it for "Sunday best" use, will gain in value tenfold in a child's eyes.

Here follow descriptions of pleasant Sundays which, with the list of games, includes one for every Sunday of a whole year. They are for every age of children. Some suggest a program for the whole day, others for a single activity.

"S. S. Times Book" means "Pleasant Sunday Afternoons for the Children," compiled by Rev. J. T. Faris, and published by the Sunday School Times Company.

§2. A "SUNDAY BEST" ROOM

If in the home there is a room where the children are not ordinarily permitted to play, let them have freedom there for a certain time on Sunday afternoon, always on condition of careful conduct. "Playing company" for a while is good for any child, and the parlor or guest-room, suggestive by its space and apartness from every day, is a good place for "company" manners now and then.

§3. "SUNDAY BEST" DRESSING UP

If the mother is so fortunate as to have an attic, or even a trunk filled with "dress-up" clothes of an old-time period, this will suggest endless responsibilities of "Sunday Best" privilege. Somehow it holds more than the sense of fun in "dressing up"—a certain reverence for bygone things and times is begotten in the childhood that knows the feel of the old-fashioned things.

§4. PLAYTHINGS—BOOKS—GAMES

Here are a few suggestions for a special box of playthings, to be used for "Sunday Best":

A beautiful doll with pretty clothes.

A few rare picture-books.

A toy full of simple, innocent fun, like the Circus Game, where clowns do wonderful things. where animals perform tricks, etc.

A box of the mosaic building-blocks.

Special games to be played on Sunday——"Authors," "Letters."

Bible games which may be played like "Authors."

Special story-books.

Bound volumes of "St. Nicholas."

Mother's old-time story-books.

Beautiful edition of favorite authors.

"Little Women."—Alcott.

"The Story of King Arthur and His Knights."—Pyle.

Surely Sunday afternoon or evening should be "Sunday Best" in the family life all together. The Home Hour should be a regular Sunday institution—a time when hearts draw nearer and each one, from the youngest to the oldest in the household, feels himself an integral part of the family clan.

Set the fashion in the home of doing things on Sunday for some one else, and you will have your "Sunday Best" mood of wholesome sweetness in the children without any trouble.

§5. A SUNDAY BOX—"GOING VISITING" THE SUNDAY BEST ROOM

In a box made and decorated by the children may be put all sorts of simple things the children make on Sunday, to be given to less fortunate ones. A missionary family with children the same ages as your own gives contact in personal interest. Preparation for a Christmas tree,

to which your own invite other little ones, is good. Boys enjoy anything having to do with knighthood and heroes, so the making of flags, banners, shields, etc., for others, or for their own home dramatics, is good work. The illumination of Christmas, Easter, and birthday cards is a good contribution for the Sunday box.

The "Sunday Best" idea may be carried so far as to include a "Sunday Best" child or children. There are many homes where the children have no opportunity to see and know the best in life, and the privilege of "going visiting" on Sunday to enjoy the "Sunday Best" room, playthings, and playtime would be a big patch of sunshine in their lives. Our own little ones would more enjoy the Sunday privilege by sharing it with other children.

§6. WRITING ON SUNDAY

HERE are some writing devices taken from Elizabeth Boies's "Sunday Book":

Write the names of all your relatives, with places of residence.

Write the names of as many of your ancestors as possible, with their place of birth and residence, their children, and the principal facts of their history.

State what animal pets you have had, and write their lives briefly.

§7. SPECIAL SUNDAY LETTERS

MAKE a letter-box from an old cardboard box, keep it in a special place all week, and open only at a certain time every Sunday. Children and parents may write and answer letters to each other and drop them in the box during the week.—"S. S. Times Book."

§8. A "NOAH SUNDAY"—BUILDING SOLOMON'S TEMPLE WITH BLOCKS

"NEARLY every child has a box of blocks, and from these a Noah's Ark can be constructed while telling the story. Then, taking paper and scissors, fashion paper dolls of various sizes to represent Noah's family; or you can buy the little wooden images of men. In simplest forms, cut as many different animals as you have in mind. Clip the limbs and turn the leg-pieces to right and left, that they may stand, to form the procession as they march into the ark.

The building of Solomon's Temple is another block device; the picture of this may be found in any Bible dictionary, or you can get the special Temple building-blocks. So, too, one may help the little fingers to make a sheepfold, a well, an Eastern house with flat roof, the Old Testament Altar of Incense, the Ark of the Covenant (with crochet-needles for the staff-handle) and other objects of interest that will carry stories with them."

The same animals, as the "Sunday School Times Book" points out, may be used to illustrate stories from other parts of the Bible. Here is a list of a few of them. A little study will suggest more incidents in connection with the different animals. The children should always do their part, by finding the different animals to illustrate the story.

§9. LIST OF STORIES

STORY OF THE ARK
Gen. 7:13-16—Ark.
" 8:6, 7—Raven.
" 8:8-12—Dove.

STORY OF JOSEPH
Gen. 37:2-36—Joseph.
" 37:25—Camels.
" 37:31, 2—Goats.
" 41:2-4, 17-21, 26-31—Cattle.
" 42:1-28—Asses.
" 47:17—Horses.

STORY OF DAVID
1 Sam. 16:1-12, 17:12-23—David.
" 17:34-37—Lion, Bear.

STORY OF THE QUEEN OF SHEBA
1 Kings 10:1-10, 13—Camels.

STORY OF REBEKAH
Gen. 24:1-59—Camels.

STORY OF THE SHUNAMMITE WOMAN
2 Kings 4:18-37—Ass.

STORY OF ELIJAH
1 Kings 17:1-24—Ravens.
" 18:17-39—Bullock.

STORY OF DANIEL
Dan. 6:1-22—Lion.

STORY OF THE SHEPHERDS
Luke 2:8-20—Sheep.

STORY OF CHRIST
Matt. 6:26—Birds.
" 8:20—Foxes.
" 21:1-11—Ass.
Luke 13:34—Hen.

§10. A DAY OF PRECIOUS STONES

THE PRECIOUS stones of the Bible are choice and valuable. What beauty in the arrangement of the high priest's breastplate!

"And thou shalt set in it settings of stones, even four rows of stones; the first row shall be a sardius, a topaz, and a carbuncle: this shall be the first row. And the second row shall be an emerald, a sapphire, and a diamond. And the third row a ligure, an agate, and an amethyst. And the fourth row a beryl, an onyx, and a jasper: they shall be set in gold in their inclosings." Exodus xxviii. 17-20.

The suggestion is that young people gather native stones of the kind of color of these, or make color-sketches, based upon what geology tells of them, so as to visualize their appearance. Then they are to be used for further study. Let the young students read about the precious stones in the wall of the heavenly Jerusalem (Revelation xxi. 19-20), and about the spiritual correspondence of these stones as given in Mrs. A. D. T. Whitney's "Hitherto: A Story of Yesterdays."

§11. A RECOLLECTION SUNDAY

SOME more ideas for Sunday afternoons from Elizabeth Boies:

Tell fifteen things seen on your way to church.

Describe the pleasantest time you have had this year.

Write in three columns the names of all the birds, fishes and flowers you know.

What is your favorite book, poem, picture, song, historical character, flower, tree, game? Why?

§12. A BIBLE AFTERNOON

WRITE a list of fifteen Bible characters whose names begin among the first fifteen letters of the alphabet.

Make a list of as many places mentioned in the Bible as you can find.

From the letters of the word "Palestine," make as many words as you can.

Draw any animals mentioned in the Bible and put under each one the text where it is mentioned.

§13. A "MILITARY" SUNDAY

THE DAY passes with helpful regularity by an observance of military system. Each of the children is appointed "Captain of the Day" in turn, and has certain responsibilities and privileges in contrast with the other children upon that day. At an hour assigned, Father makes a military inspection of the children's rooms.

§14. THE TREASURE SUNDAY

THE RULE is that each member of the family add one treasure to the house every Sunday. It may be nothing more than a motto carefully printed by one of the children; it may be an inexpensive picture; it may be a bit of repairing which has been saved up for Father and the older boys. Each Sunday everybody does something to make home more beautiful.

§15. THE "THINKER" GAME

A VARIATION upon the familiar "Animal, Vegetable, or Mineral" game: Choose a "Thinker," who is to have in mind some person, place, or thing mentioned in the Bible. Then he says, "I am thinking of some one [or something] in the Bible whose name begins with E." Each player is entitled to ask, in turn, a question which can be answered "Yes" or "No." Thus: "Is it man or woman?" "Good man or bad man?" "In the Old or New Testament?" "Prophet, priest, or king?" "Did he go to heaven in a chariot?" "No, it is not Elijah," the answer comes. (It adds interest and profit to the game if the thinker is quick-witted enough to guess the person in the questioner's thought, and indicate this by his answer.) "Did Elijah's mantle fall on him?" "No, it is not Elisha." "Did a little boy live with him, to whom God spoke one night?" "Yes." "Then it's Eli!"—"S. S. Times Book." The successful guesser becomes next thinker.

§16. A PICTURE SUNDAY

ORDER a selection of sacred pictures in the penny prints. Cut off all the margin of each picture so that the title will not show. Let the children study these pictures until they discover the titles. Then have them paste them into a blank-book and write the titles below and the stories opposite.

§17. PLAYING DOCTOR

THE CHILDREN play the part of physician. Each one is equipped with a little parcel of papers the size of a physician's prescription blank. They are asked to suggest, or the mother suggests for them, the different *moral* ailments to which children and older people are subject. The children think of appropriate cures and write them down, one upon each sheet. For example, each one is asked to suggest a cure for quarreling, for moroseness, for a sharp tongue. The prescriptions may, if desired, be asked for in scriptural language. After they have been neatly written they may then be laid away for use during the week as needed.

§18. A SCOUTING SUNDAY

THE FATHER (or mother) goes off into the woods with the children and stations himself upon an eminence which commands the adjacent scenery. The "scouts" are sent out singly or in pairs to explore the surrounding country. They may be asked to go in search of traces of "enemies," or to "spy out the Promised Land," or to report upon certain trees, flowers, or shrubs, or see what they can find that is interesting and bring back examples or narratives. While the children are gone upon these trips the father or mother gets time for rest or reading.

§19. A QUESTION-BOX DAY

MOTHER is often too busy for interruption, or she may be away. A disappointed, lonely feeling comes over the child, whose every thought is impulse, and the eager little natures, as we know, usually demand immediate replies.

Would it not be a wise invention for a child to write that query upon paper and reserve for a Sabbath afternoon question-box?

§20. A SCRAP-BOOK SUNDAY

A LARGE scrap-book is bought and reserved for Sunday use. It may contain the favorite stories from the Sunday-school story-papers, pictures selected from Sunday reading, and things read during the week. There may be some simple arrangement by subject, or the clippings may be indexed so as to be readily found.

§21. ANOTHER SCRAP-BOOK SUNDAY

FINDING pictures to fit a lesson or text, poem or hymn is more interesting than a game. It teaches the child to be open-eyed and observant.

The older girls of my Junior Band have been making books that we call "The Life of Christ in Pictures," and they are really wonderful. The pictures talk, and they have told the story of Jesus from the Nativity to the Ascension.

Others have illustrated the 104th Psalm, and some of the pictures are amazingly apt and beautiful. "Consider the Lilies" is an attractive book, having for its motive the lessons Jesus taught from the birds and the flowers. Another is on "Child Welfare." We call it "The Child at the Door." It illustrates the poem, "There's a Child at the Door; Let Him In." . . .

We have made Santa Claus books, a book of "kewpies," a "Funny Book," and Home and Foreign Mission books. Indeed, the field is unlimited. A book you would like is "The Day of Rest and Gladness," and it shows how a boy and girl spend Sunday. There are pictures of the Church, the pulpit, the organ, the Bible, the bells, and so on. They copy the verses in the Bible about Sunday and their favorite Sunday hymn. Then they get pictures of Sunday-schools, and cut out men and women for the superintendent and teachers, and write the Golden Texts. They show the street or road and the children going home. They have pictures of a home and some of the things they do there, gathered around the fire, at the table, and so forth. In addition to the pictures, they make crude drawings, which, however, express very clear ideas.

The words of these books are neatly printed in colored crayons or water-colors, the backs decorated with pictures and designs cut from magazines or calendars, and tied up with bright ribbons.

This work not only interests the children, but keeps them so busy and happy they have no time to be bad. And the books are gladly welcomed at hospitals and other places where they can be used for the good of others.

§22. A FAMILY ENTERTAINMENT

HERE is a plan which embodies the "clan" idea and gives a place for the older children:

A family entertainment is often helpful. Each member should be required to prepare something for the program, though it may be of the simplest nature. Here is a special program:

(1) Mendelssohn's "Consolation," by the musical boy. (2) Recitation, by the entire family, of a familiar Psalm. (3) Recitation by the kindergarten child. (4) Short reading by the father. (5) Instrumental music. (6) Selection of poetry by an older child. (7) Recitation of the day's Golden Text by the very little one. (8) Reading by mother. (9) Selection by a child. (10) Grand "sing"—each one selecting a favorite hymn or gospel song.—"S. S. Times Book."

§23. A NEW WAY OF MORALIZING

ONE MOTHER for some years planned an occasional story hour for Sunday afternoons which was somewhat original in character. She would treasure up some the salient incidents and difficulties in her children's lives, and when Sunday came would put them into the form of an imaginative narrative, in which the names of the children were changed. The children were always fascinated with the story, and would soon remark: "Why, mother, that is exactly what I

was doing on Friday!" The mother would seem to be surprised at this coincidence and would continue the story. The opportunity for indirect moralizing is apparent.

§24. SUNDAY INDOOR GARDENING

THE idea is taken from Frances Duncan's gardencraft toys for children. The toys consist of a pasteboard country house with "grounds," which are planted with flowers that come in sheets like paper dolls, each with the name and time of blossoming on the base, so that while amusing himself, the little gardener really learns the names of the plants and something about them. The plants stand by being slipped between small wooden blocks. These toys may easily be copied by cutting flowers from seed catalogues, pasting them upon white paper, and looking up and writing the facts upon their backs. Nursery blocks may be used as supports.

§25. A PALESTINE SUNDAY

THE BEST descriptions of map-making are found in Milton S. Littlefield's "Handwork in the Sunday-school." It tells how to make maps of sacred places by means of sand, pulp, plasticine, and paper. This book contains many attractive pictures, showing how the completed work looks when done. It also tells how to make Oriental models and how to illustrate Bible stories by paper-tearing. The best place to do this work is outdoors and with nature's own materials. The "Sunday School Times Book" tells how this has actually been done:

"We gathered on the beach and talked of God's wondrous ways in leading the children of Israel through the wilderness, and of the tabernacle they prepared for Him. Then the little ones drew in the sand the outlines of the tabernacle. Using the prettiest pebbles they could find, they put the furnishings in place. Then, heaping up the sand like tents, they made the encampment of the tribes of Israel and the tents of Moses and Aaron, one on either side of the door of the tabernacle. . . .

"The story of David and Goliath was one they particularly enjoyed—the whole thing being made very vivid by tents for the two armies (just points of paper with a common base, which could be grouped in any desired shape in the grass), soldiers galore (paper dolls cut as our mothers used to cut them with hands and bodies joined), the tall Philistine and the diminutive David. . . .

"In stormy or wintry weather the game may be played indoors as follows: Let two or three breadths of carpet represent the Holy Land, while two strings running parallel form the Jordan River; drawn apart, these may represent the Sea of Galilee and the Dead Sea. Let the site of Jerusalem be marked by a temple made of building-blocks. A small rug or a piece of cloth will serve as a wilderness."

GRADED AND CLASSIFIED INDEX

FOREWORD

PURPOSE

THE purpose of this GRADED AND CLASSIFIED INDEX is to make instantly available to you the material contained in the BOOKSHELF which is especially suited to the needs of your child.

When wisdom and love found expression in placing at your child's command a set of books like the HOME UNIVERSITY BOOKSHELF, you had the right to ask that the gift should count for the most in the development of life and character. It is with the expectation of helping you bring this to pass that the INDEX has been made in this form.

The BOOKSHELF has been classified with unusual care, yet further organization of the vast amount of material was necessary so that with the least effort and the smallest intrusion upon your busy life you may know how to get at what is in these books, and how to give to childhood according to its needs.

This index has cost us considerable labor and care. Thus care and labor have been saved for you.

THE PLAN OF THIS INDEX

The gradation followed is:

GRADE 1—INFANCY:
From birth to three years of age.

GRADE 2—EARLY CHILDHOOD:
From three to six years of age.

GRADE 3—MIDDLE CHILDHOOD:
From six to nine years of age.

GRADE 4—LATE CHILDHOOD:
Nine years of age and beyond.

These ages are only approximate, and vary as between boys and girls, and even as between individuals, but the divisions are convenient, and, in a large sense, accurate.

The divisions, named alphabetically, are as follows:

ART
BIOGRAPHY AND HISTORY
FABLES
FAIRY TALES AND FOLK-LORE
HANDICRAFT
HEALTH
MUSIC
MYTHS AND LEGENDS
NATURE
NURSERY CLASSICS
PICTURE-STORIES
PLAY—INDOOR
PLAY—OUTDOOR
POETRY
THE SCIENCES
STORIES
TRAVEL AND ADVENTURE

HOW TO USE THIS INDEX

There are two ways in which you will find this INDEX constantly useful. When you are in search of material that will interest *your individual child*, you turn to the *graded section*, which tells all that the BOOKSHELF has for his or her age. (For example, if four years old, you go to the heading, "EARLY CHILDHOOD: Ages from Three to Six Years," and find what will help, underneath.) When you are in search of material *of a particular kind*, you turn to that *classification* in the graded section. (For example, if you want stories for this same child, you turn to the headings, "Nursery Classics," "Fairy Tales and Folk-Lore," and "Stories," under "EARLY CHILDHOOD," and find just what you want. The classifications are there printed in alphabetical order.) This you can usually do much more quickly than to trace down the titles in the Tables of Contents of each separate volume.

GRADE 1—INFANCY

AGES FROM BIRTH TO THREE YEARS

Most of the material included in this grade is, of course, for the mother herself, to read and use with her child. It includes many plays and action-rhymes and songs. There are a number of stories that are told simply enough so that the Mother can read them even to a three-year-old, and there are many pictures concerning which she and Baby can make up their own stories. A good deal can be done during this period to help the little one understand what illustrations in a book mean, and to fix simple stories in his memory. These references will enable her to begin her own Montessori at home, to solve the problem of "What can I do next, Mother?" and bring the child into an interested and intelligent relation with Nature and the animal world.

HANDICRAFT

* Things to make with him

	VOL.	PAGE
* The magic oblong	6	3
* Apples that we all know	6	6
* Piggy wiggy	6	7
* Swan swam over the sea	6	8
* Baby chick	6	9
* Here they go	6	13
* A chu-cho-o-o train	6	17
* Little oblong birdies	6	20
* A barnyard argument	6	21
* Pictures and painting	6	33
Modeling	6	37
* Envelope creatures	6	83
Things to make out of newspapers	6	88
Bead stringing	6	97
Scrap-books	6	109
Corn-cob houses	6	113
Burdock burr toys	6	124
Toys made of candy boxes and clothes-pins	6	127

MUSIC

* To be sung *to* the child
† To be sung *with* the child

	VOL.	PAGE
* Cradle song	4	177
* The sandman	4	178
* Gaelic lullaby	4	181
* O hush thee, my baby	4	182
* Saxon cradle song	4	184
* French cradle song	4	185
* Hush, my babe	4	186
* Evening song	4	187
* Sweet and low	4	188
* Now the day is over	4	189
* Winkum, winkum	4	190
† Baa! baa! black sheep	4	191
† Sing a song of sixpence	4	193
† Dickory dock	4	201
† Hey, diddle, diddle	4	205
* There was a little boy and a little girl	4	208
† Little Jack Horner	4	210
† Pussy cat, pussy cat	4	211
* Cock-a-doodle-doo	4	214
* Baby Bunting	4	214
† Twinkle, twinkle, little star	4	219
† Pat-a-cake	4	224
* The swing	4	250
† Blow, wind, blow	4	259
† Going to London	4	269
* Swinging 'neath the old apple tree (chorus)	4	276

NATURE

	VOL.	PAGE
The pigeon house	1	11
My little garden	1	15
Once I saw a little bird	1	25
Little Robin Redbreast	1	33
I love little pussy	1	40
The north wind doth blow	1	45
Daffy-down-dilly	1	46
About six little chickens	1	78
For a little girl of three	1	83
Long time ago	1	136
The fine good show	1	304
Grasshopper Green	2	76
The barnyard	2	188
Autumn oaks	4	7
Surprise	4	8
How comical	4	9
Two squirrels	4	12
Evening song	4	187
Now the day is over	4	189
I love little pussy	4	202
Good morning, merry sunshine	4	218

	VOL.	PAGE
Twinkle, twinkle, little star	4	219
A visit to a picture-zoo	7	1
How many birds do you know	7	13
Collecting nature materials	7	227

NURSERY CLASSICS

Ring the bell	1	7
For the hurt hand	1	7
Wash the lady's dishes	1	7
Robert Barns	1	8
Shall I, oh! shall I	1	8
Pat a cake	1	9
Clap your hands	1	9
Master Smith	1	10
Sing a song of sixpence	1	11
A foot play	1	12
Brow bender	1	14
Eye winker	1	14
Here sits the lord mayor	1	14
This little pig	1	14
Shoe the old horse	1	14
Johnny shall have a new bonnet	1	18
To market ride the gentlemen	1	19
Here goes my lord	1	19
A farmer went trotting	1	20
Up to the ceiling	1	20
The messenger	1	20
Catch him, crow	1	20
Ride a cock-horse to Charing Cross	1	21
This is the way	1	21
Ride away, ride away	1	21
To market, to market	1	21
Trot, trot, the baby goes	1	21
Ride a cock-horse to Banbury-cross	1	22
Ride a cock-horse to Shrewsbury-cross	1	22
Here we go up, up, up	1	22
Goosey, goosey, gander	1	25
Once I saw a little bird	1	25
How many miles to Babylon	1	26
See-saw, sacradown	1	26
Little Boy Blue	1	36
Beggars are come to town	1	37
Bow-wow-wow	1	37
Bye, Baby bunting	1	37
I love little pussy	1	40
Deedle, deedle, dumpling	1	40
Oranges and lemons	1	40
Little Tommy Tucker	1	41
Miss Muffet	1	42
See-saw	1	42
Pussy cat, pussy cat	1	42
Old King Cole	1	43
Peter, Peter, pumpkin eater	1	44
The north wind doth blow	1	45
Rub-a-dub-dub	1	45
Daffy-down-dilly	1	46
One misty, moisty morning	1	47
The queen of hearts	1	47
Handy Spandy	1	47
Little Jack Horner	1	47
There was an old woman	1	48
Sweet and low	1	60
Cradle hymn	1	62
Hush-a-bye, baby	1	70
Rock-a-bye, baby	1	72
Thanksgiving day	1	260
Good-night	2	36
Twinkle, twinkle, little star	2	78
O hush thee, my baby	4	182
Saxon cradle song	4	184
French cradle song	4	185
Sweet and low	4	188
Sing a song of sixpence	4	193
Old King Cole	4	200
Dickory dock	4	201
Hey, diddle, diddle	4	205
Little Boy Blue	4	206
Little Jack Horner	4	210
Little Miss Muffitt	4	211
Pussy cat, pussy cat	4	211
Baby Bunting	4	214
Twinkle, twinkle, little star	4	219
Pat-a-cake	4	228
The north wind doth blow	4	235

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Time to get up	1	85
The doll's bath	1	122
Playtime	1	230
An afternoon call on grandmother	1	257
Santa Claus preparing for his annual visit	1	f. 268
Mischief	1	295
Milk-time	1	302
Breakfast	1	303
"I'se biggest"	1	310
"Don't be afraid"	2	27
Title picture	3	1
The prince starts homeward	3	f. 12
Little old man of the woods	3	76
Interior of a cottage	4	4
Grandmother's treasure	4	5
Surprise	4	8
How comical	4	9
The balloon	4	11
"Who speaks first"	4	13
Happy family	4	28
Children and puppies	4	122
Feeding the doves in Venice	4	337
A Hungarian village	4	341
A Japanese family at dinner	4	352
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PLAY

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The home	1	2
The bird's nest	1	3
Counting the fingers	1	6

	VOL.	PAGE
An old Norse finger play	1	6
Baby's toes	1	6
Ring the bell	1	7
For the hurt hand	1	7
Wash the lady's dishes	1	7
Thumbkin, pointer	1	8
Naming the fingers	1	8
Robert Barns	1	8
Shall I, oh! shall I	1	8
Two little hands	1	9
Pat a cake	1	9
Clap your hands	1	9
Greeting	1	10
Master Smith	1	10
A play for the arms	1	10
Said this little fairy	1	12
A burrowing game	1	12
Pat a cake	1	12
A knee game	1	12
A foot play	1	12
This little pig	1	14
Shoe the old horse	1	14
Johnny shall have a new bonnet	1	18
Riding songs for father's knee	1	19
See-saw	4	215
Pat-a-cake	4	228
Going to London	4	269
Swinging 'neath the old apple tree (chorus)	4	276
Games with the button bag	6	110
Boats of pea-pods	6	111
Boats of walnut shells	6	111
The Easter-egg hunt	6	113
Dressing-up	6	115
Spool building	6	134
Ring o' roses	7	250

POETRY

See also NURSERY CLASSICS

	VOL.	PAGE
Three little kittens	1	38
There was an old woman	1	48
Sweet and low	1	60
Japanese lullaby	1	61
Good night	1	62
Cradle hymn	1	62
Sleep, my treasure	1	63
Kentucky babe	1	74
The gravel path	1	157
Pretty cow	1	160
The golden rule	1	163
Thanksgiving Day	1	260
Twinkle, twinkle, little star	2	78
The barnyard	2	188
A visit from St. Nicholas	2	200
A Christmas lullaby	5	320

STORIES

See also NURSERY CLASSICS

	VOL.	PAGE
Counting the fingers	1	6
Robert Barns	1	8
Shall I, oh! shall I	1	8
The bird's nest	1	10
Sing a song of sixpence	1	11
The pigeon house	1	11
The old woman in the basket	1	24
I saw a ship a-sailing	1	25
Jack and Jill	1	28
Little Bo-peep	1	32
Old Mother Hubbard	1	34
Three little kittens	1	38
Old Mother Goose	1	40
The house that Jack built	1	89
The old woman and her pig	1	99
The lambikin	1	101
Henny-Penny	1	104
What the cat and the hen did	1	137
Ned and Rover and Jack	1	140
A good play	1	173
A frog he would a-wooing go	1	f. 176
Little Red Riding-hood	1	200
The gingerbread boy	1	209
Beautiful grandmamma	1	258
Santa's surprise party	1	268
Tiny Hare and the wind ball	1	273
How Tiny Hare met Cat	1	276
The Wee Hare and the red fire	1	279
The little gray kitten	1	294
The ballad of a runaway donkey	1	312
The little red hen and the grain of wheat	2	53
The dog and his image	2	58
The lost kitty	2	58
Billy Bobs	2	60
A visit from St. Nicholas	2	200

GRADE 2—EARLY CHILDHOOD

AGES FROM THREE TO SIX YEARS

THIS is the period of the Montessori "House of Childhood" and of the kindergarten. The material provided is believed to be adequate to enable the mother to furnish the sense-training, the nature-approach, the plays and games and the imaginative stories suitable for home-education during these charming years when the child is still almost wholly in the mother's charge. The tendency of the kindergarten recently is to depart somewhat from the early Froebelian formalism, to make more use of the doll and blocks in play-study, and to bring the child into direct relation with the world of Nature. Instead of talking and singing about carpenters, he goes out to watch them at their work. Instead of making the motions merely of helping, he really begins to help mother. These trends are thoroughly recognized in the compilation of the mother's helps for this period.

FABLES

	VOL.	PAGE
The spider and the fly	1	326
The dog and his image	2	58
The good king's feast	2	77
The shepherd boy and the wolf	3	366
The hare and the tortoise	3	367
The kid and the wolf	3	368
The thief and the dog	3	370
The dove and the ant	3	371
The dog and the ass	3	372
The north wind and the sun	3	372
The fox and the lion	3	372
The fox and the crane	3	374
The fox and the grapes	3	379
The fox and the raven	3	381
The lion and the mouse	3	382
How cats came to purr	3	396
The shoemaker and the little elves	1	207
The gingerbread boy	1	209
Travels of a fox	1	216
The wee Robin's Christmas song	1	322
The three bears	1	344
Brother Fox's tar baby	1	353
The rabbit and the peas	1	354
Br'er Rabbit's fishing	1	357
Br'er Possum loves peace	1	358
How Cousin Wildcat served Br'er Fox	1	361
The little red hen and the grain of wheat	2	53
The story of the three little pigs	2	64
Why the bear has a stumpy tail	2	80
Dust under the rug	2	146
Silvercap, king of the frost fairies	2	149
The Brownies' good work	3	79
The Brownies' friendly turn	3	84
The three goats	3	145
The handmill behind the door	3	232

FAIRY TALES AND FOLK-LORE

(Stories about Brownies, Dwarfs, Elves, Fairies, Giants, Imps, Magic, Mermaids, Mermen, Ogres, Trolls, etc.)

	VOL.	PAGE
The fairy folk	1	73
Queen Mab	1	74
Giant Thunder Bones	1	95
The old woman and her pig	1	99
The lambikin	1	101
The cat and the mouse	1	103
Henny-Penny	1	104
Three goats in the ryefield	1	107
Teeny Tiny	1	109
Cock-alu and Hen-alie	1	115
Little Red Riding-hood	1	200
Thumbelina	1	201
The fox and the little red hen	1	207

HANDICRAFT

	VOL.	PAGE
The magic oblong	6	3
Apples that we all know	6	6
Swan swam over the sea	6	8
The enchanted oval	6	9
Here they go	6	13
Pictures and painting	6	33
Modeling	6	37
Envelope creatures	6	83
Making things out of paper	6	84
Things to make out of newspapers	6	88
Lanterns	6	93
Bead-stringing	6	97
Hammer and nails	6	98
Weaving	6	100

	VOL.	PAGE
Scrap-books	6	109
Boats of pea-pods	6	111
Boats of walnut shells	6	111
Corn-cob houses	6	113
Dressing-up	6	115
Burdock burr toys	6	124
Paper chains	6	124
Toys made of candy boxes and clothespins	6	127
Pin-wheels	6	128
Lima bean pod animals	6	140
Toys made of green peas and toothpicks	6	141
The wonderful uses of colored papers	6	156
Handwork for the holidays	6	201
Nature handicraft	7	228
Nature playthings	7	230

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The dinner party	1	384
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Our home gymnasium	7	339
Gymnastic plays	7	344
Playthings which the father can make	7	345
Lively imitative plays	7	350

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The sandman	4	178
Gaelic lullaby	4	181
O hush thee, my baby	4	182
Saxon cradle song	4	184
French cradle song	4	185
Hush, my babe	4	186
Evening song	4	187
Sweet and low	4	188
Baa! Baa! Black sheep	4	191
Ding, dong, bell	4	192
Sing a song of sixpence	4	193
Pop goes the weasel	4	194
Little Bo-peep	4	195
Humpty Dumpty	4	196
Jack and Jill	4	197
Mary had a little lamb	4	198
Tom, the piper's son	4	199
Old King Cole	4	200
Dickory dock	4	201
I love little pussy	4	202
Polly, put the kettle on	4	203
Hey, diddle, diddle	4	205
Little Boy Blue	4	206
Apples ripe	4	207
Mistress Mary	4	207
Little Jack Horner	4	210
Little Miss Muffitt	4	211
Pussy cat, pussy cat	4	211
Three blind mice	4	212
Cock-a-doodle-doo	4	214
Baby Bunting	4	214
See-saw	4	215
Soldiers marching	4	216
Good morning, merry sunshine	4	218
Twinkle, twinkle, little star	4	219
The child and the star	4	220
Little drops of water	4	220
Which way does the wind blow	4	221
Balloons	4	222
Elephants	4	223
Baby bye, here's a fly	4	224
Flying kites	4	226
Little robin redbreast	4	229
Doll's cradle song	4	232
My kiddie-car	4	234
The north wind doth blow	4	235
Singing	4	236
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The stars are tiny daisies high	4	249
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Blow, wind, blow	4	259
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Going to London	4	269
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Swinging 'neath the old apple tree (chorus)	4	276
Here we go round the mulberry bush	4	279
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I'm very, very tall	4	287

NATURE

The pigeon house	1	11
My little garden	1	15
Once I saw a little bird	1	25
Little Robin Redbreast	1	33
I love little pussy	1	40
The north wind doth blow	1	45
Daffy-down-dilly	1	46
About six little chickens	1	78
For a little girl of three	1	83
Long time ago	1	136
Where do all the daisies go	1	157
Homes	1	301
The fine good show	1	304
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The bird in the tree	2	45
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Surprise	4	8
"How comical"	4	9
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Now the day is over	4	189
I love little pussy	4	202
Good morning, merry sunshine	4	218
Twinkle, twinkle, little star	4	219
Elephants	4	223
Mother, take me to the zoo	4	230
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The stars are tiny daisies high	4	249
A visit to a picture-zoo	7	1
How many birds do you know	7	13
Collecting nature materials	7	227

NURSERY CLASSICS

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The home	1	2
Ring the bell	1	7
For the hurt hand	1	7
Wash the lady's dishes	1	7
Jack, be nimble	1	9
Two little blackbirds	1	10
Little robin redbreast	1	10
Sing a song of sixpence	1	11
Brow bender	1	14
Eye winker	1	14
Here sits the lord mayor	1	14
This little pig	1	14
Shoe the old horse	1	14
Johnny shall have a new bonnet	1	18
Cross patch	1	24
Happy let us be	1	24
The old woman in the basket	1	24
I saw a ship a-sailing	1	25
I had a little doggy	1	26
Baa, baa, black sheep	1	26
Lady-bug	1	26
Jack and Jill	1	28
Willy boy	1	28
Bonny lass	1	28
The fox and the old gray goose	1	29
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Bobby Shaftoe	1	30
Ding-dong-bell	1	30
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Old Mother Hubbard	1	34
My maid Mary	1	36
Blow, wind, blow	1	37
Three little kittens	1	38
Tom was a piper's son	1	39
Old Mother Goose	1	40
Three wise men of Gotham	1	41
Pussy and the mice	1	41
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If wishes were horses	1	44
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The old woman and her pig	1	99
The cat and the mouse	1	103
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Teeny tiny	1	109
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The wind in a frolic	1	190
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Thanksgiving Day	1	260
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The spider and the fly	1	326
The apple pie	2	11
A was an archer	2	17
Star light	2	36
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Another story	2	48
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The little red hen and the grain of wheat	2	53
If all were one	2	57
The dog and his image	2	58
The story of the three little pigs	2	64
Frogs at school	2	71
Grasshopper Green	2	76
The good king's feast	2	77
What does little birdie say	2	80
The story of little black Sambo	2	81
Two little kittens	2	92
Sweet and low	4	188
Baa, baa, black sheep	4	191
Ding, dong, bell	4	192
Little Bo-peep	4	195
Humpty-dumpty	4	196
Jack and Jill	4	197
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AGES FROM SIX TO NINE YEARS

Now the child is really in school, a larger world than ever before. In some instances it is only necessary for the mother in her home-education merely to support and emphasize the work of the intelligent and well-equipped teacher in handwork, nature-study, and story-telling, but there are still schools where formalism is the rule and little more than "three Rs" is given the eager and imaginative little minds. In such a case the mother will turn to the BOOKSHELF with new anticipation for its fairy-stories, its suggestions for doll-play, dramatic play, and home occupations.

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GRADE 4—LATE CHILDHOOD

AGES NINE AND BEYOND

AT LEAST as early as the tenth year a fever for reading often seizes upon the child who has been brought up in the atmosphere of books. The BOOKSHELF hereafter is more than a text used by the mother to help her child; the child now uses it almost daily himself, reading the stories with avidity, getting suggestions for his play, and finding out how to interpret nature and to make the appliances that he wants for his games and collections.

The broader range of the child's interest is recognized in the richer and more varied contents of the BOOKSHELF marshaled under this period.

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* The Editors of this Manual prefer to think and act in "positives" rather than in "negatives"—to say "Do" rather than "Don't." Therefore if you do not find in this Index the word for which you are looking, think of its opposite, and look for that. For example: you will not find "Dislike" nor "Hatred," but you will find "Affection," "Friendship," and "Love."

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